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AUTHOR McCormick, Sandra
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ABSTRACT

The first grade instructional unit, part of a grade school level career education curriculum series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described field test results are reported and key items are presented: the concepts, the estimated instructional time, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplenental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. The unit's overall purpose is to help the learner understand the importance of developing those skills that will enable him to become a competent individual. By taking a close look at three basic skills (reading, writing, and numbering) that he uses in school, at home, and at work, the learner becomes aware of the fact that the skills are relevant to everyday life. The 8-hour unit develops skills in the areas of reading, math, writing, and social studies and is applicable to group instruction. Transparency masters, game materials, and sample forms are included. (MW)

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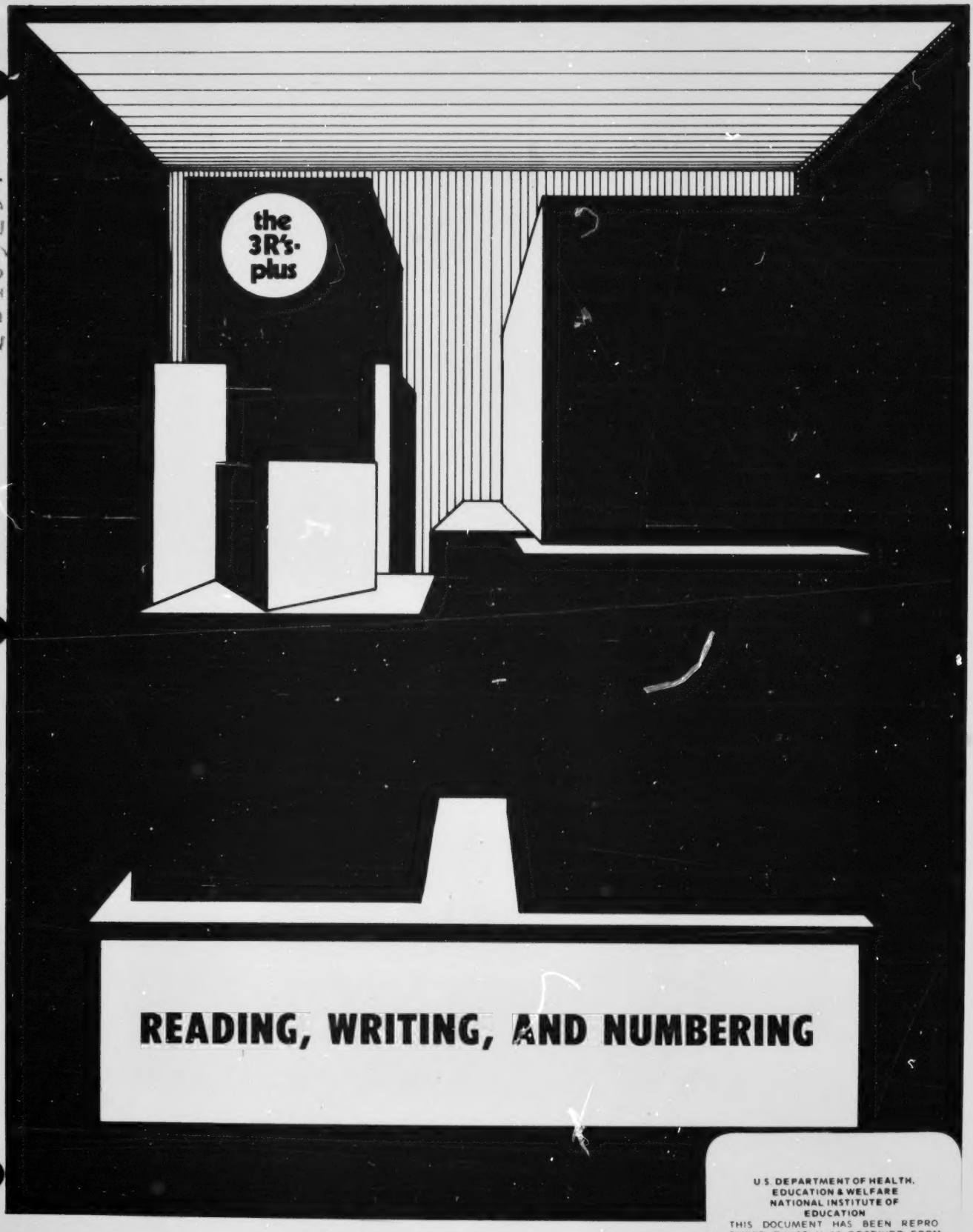

READING, WRITING, AND NUMBERING

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READING, WRITING, AND NUMBERING

FIRST GRADE

Principal Writer: Sandra McCormick
Mesa Public Schools

ARIZONA STATE DEPARTMENT OF EDUCATION
W. P. SHOFSTALL, PH.D.
SUPERINTENDENT OF PUBLIC INSTRUCTION

February, 1973

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

READING, WRITING AND NUMBERING

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW

1. You might find the unit more manageable by dividing Lesson 6 and Lesson 8 into two lessons - making a total of ten lessons rather than eight.

2. It is recommended that this unit be taught at the beginning of the year.

3. Grouping patterns should be adapted to the facilities. For example, a writing center might be just one table. If this is the case, the directions should be given to the group at the table while the rest of the class follows through wherever they are seated.

SPECIFICS

Lesson 1

Send the letter on page 265 to the parents now rather than waiting until later.

Lesson 2

If this lesson "drags," do just the capital letters OR the small letters rather than both.

Lesson 3

Alternatives for duplicating the bingo game (pages 59-141).

a. Laminate the pages.

b. Place the pages in plastic envelopes or a similar transparent covering.

Lesson 4

The skiddle posters and worksheets might well be replaced by the actual objects which would not only save duplication

time and paper but also provide learners with a tangible experience. If this is done, the learner should have a card symbolic of reading, writing and numbers. As the object is held up, the learner should place the appropriate card on a holder or cupped in his/her hand, so you can see it.

Lesson 6

An alternative strategy would be to actually bake a cake. This would provide direct reinforcement.

Lesson 7

The drawing activity might be more meaningful to some children as a cut and paste project. The learners could cut pictures from magazines. The variety of occupations should be increased.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of the total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task. *Suggestions for the instructor are always identified by italics.*
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

Resources

Instructional resources (materials, equipment and/or persons) are suggested in the lesson. These resources were designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared in a way that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *UNIT RESOURCE PROFILE* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

If the instructor desires, most of the items may be used to preassess learners before they begin the unit.

UNIT OVERVIEW

Purpose Of This Unit

The overall purpose of this unit is to help the learner understand the importance of developing those skills that will enable him to become a competent individual, able to meet the ever-increasing demands of the world around him. By taking a close look at three basic skills he and others use in school, at home, and at work, the learner becomes aware of the fact that the skills he is acquiring in school are relevant to those required in everyday life.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development.

GRADE PLACEMENT

First Grade

SUBJECT AREA

Reading, math, writing, social studies

DURATION

Approximately eight hours

PREPARING TO TEACH THIS UNIT

The *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Lesson 1

Three skill centers will be used throughout the unit. The instructor will need to arrange the room in such a way as to provide three distinct and recognizable areas for the learner--a reading center, a writing center, and a numbering center.

An opaque projector is needed to prepare the signposts.

Send the letter to the parents (Lesson 6, p. 265) home at this time.

Lesson 2

A thermofax machine will be needed for producing transparency masters and ditto masters of various worksheets included in this lesson.

Lesson 3

The instructor should adapt this lesson to correspond with the instructional level of the learners. In the case of the more advanced learners, a higher level task in reading, writing, and/or numbering could be substituted for the tasks specified in the lesson.

Lesson 4

An opaque projector should be used to project and trace the outlines of the skiddles patterns on a piece of poster board.

Lesson 5

In the case of more advanced learners, a higher level task in reading, writing and/or numbering could be substituted for the tasks specified in the lesson.

Lesson 6

This lesson is to be taught in three sessions of thirty minutes each. The assessment for Lesson 6 should be administered after the last session.

Each learner will need a glue bottle for the second session; therefore, prior arrangements may be needed to obtain them.

Two toy telephones are necessary in the third session, unless the instructor obtains them from the local telephone company. The telephone company also has materials on phone etiquette, which could be adapted.

Lesson 7

The instructor should be familiar with the various occupations which are represented by the families of the learners. This information should be available in the school files.

Lesson 8

This lesson is to be taught in two sessions. The assessment for Lesson 8 should be administered during the second session.

This lesson involves a high degree of independent activity. Several aides (at least five) are needed to provide the learners the maximum direction and assistance in accomplishing the tasks. The aides could consist of parents,

sixth-grade students, or classroom aides employed within the school system. The instructor is advised to contact possible helpers early to make arrangements for assistance on this activity.

If sixth-graders are to be used, the learners' permission and specific time to report to the classroom should be arranged with the sixth grade instructor and/or principal. If parent helpers are desired, a letter of request should be sent home with each learner prior to the time for this lesson.

Unit Content/Strategy Profile

Lesson	Time	Content	Instructional Strategies
1	30 min.	Identifying reading as a basic skill taught in school	Picture story Booklet Color activity
2	30 min.	Identifying writing as a basic skill taught in school	Manuscript page Demonstration
3	30 min.	Identifying numbering as a basic skill taught in school	Number Bingo Game Set Construction
4	45 min.	Recognizing the reading, writing, and numbering skills necessary for the use of common objects	Skiddles (riddles about skills) Art activity
5	45 min.	Discovering reading, writing, and numbering tasks performed in the classroom	Completion of worksheets Questioning
6	120 min.	Discovering reading, writing, and numbering tasks performed outside of the classroom	First Session: Art activity Worksheet Second Session: Story Art activity Worksheet Third Session: Worksheets Role playing
7	30 min.	Discovering reading, writing, and numbering tasks performed by adults at home and on the job	Letter to family Art activity Discussion

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
8	120 min.	Identifying a task which I would like to do as I become more skillful	Writing a story Listening to a story Art activity Class demonstration Discussion

Unit Resource Profile

Lesson Number	Within Unit	To be Acquired By Instructor
1	Picture story: *Reading Pictures* (3) Signpost patterns: *Reading* *Writing* *Numbering*	Opaque projector (3) Poster board 28" x 22" Crayons
2	Transparency master and worksheet: *Manuscript Form*	Pencils Blank transparency Felt (grease) pen Overhead projector Screen Construction paper strips 1½" x 4"
3	Game cards: *Number Bingo* *Number Bingo Call Cards* Assessment item for Lesson 1, 2, 3: *Instructor Interview Form*	Ball of string Containers (one per learner) Paper cups, dishes Candies or tokens (16 pieces per learner)
4	Worksheet: *Skiddles* Poster Patterns: *Skiddles Poster Patterns* Information sheet: *Skiddles Script* Assessment item	Crayons

Unit Resource Profile

Lesson Number	Within Unit	To be Acquired By Instructor
5	Worksheets: *Reading Fun* *Writing Fun* *Numbering Fun* Assessment item: *Instructor Interview Form*	Teaching games and aides
6	First Session Worksheet: *Zoo Animal Pictures* Animal name signs Assessment item Second Session Story: *Joey's Surprise* Worksheet: *Birthday Cake* Third Session Worksheets: *My Telephone Number Is* *My Address Is* *My Birthday Is* Letter to parents	Stapler Scissors Butcher paper Crayons Glue bottles Scissors Crayons Crayons Telephone (toy or real) Construction paper Strips 1" x 5"
7	Assessment item: *Instructor Interview Form*	Crayons Drawing paper

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To be Acquired By Instructor
8	Worksheet: *Clock Pattern* Assessment items: *Instructor Interview Form* *Product Assessment Form*	Tape recorder Blank tape Story books Writing paper Pencils Crayons Paper plates Construction paper Aides Scissors Yarn

INSTRUCTIONAL SEQUENCE

WHAT IS READING?

Lesson One

Concept

Reading is an important skill taught in school.

Performance Objective

The learner will identify reading as one of the three basic skills which he is presently developing in school.

Lesson Time

30 minutes

New Vocabulary

Skill - ability to do something (perform a task) well

Prerequisite Knowledge

Understanding of the term learning - discovering something; to find out something

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Booklet patterns *Please Care 4 Me*	Poster board 28" x 22"
Picture story *Reading Pictures*	Opaque projector
Signpost patterns	Stapler
	Crayons
	Name Cards

Instructor Preparation Tasks

Use the opaque projector to enlarge and trace the patterns for signposts. Color the signposts.

Arrange the room to provide three distinct areas for skill centers. Each area should be large enough to accommodate all learners.

Hang the signposts from the ceiling, or display them in some matter at each skill center. (As specified in special considerations).

Reproduce a copy of the following items for each learner:

1. *Reading Pictures*

Prepare a name card for each learner. (First name, first name and last initial, or first and last name depending upon the instructional level of the learners.) Save these for use in Lesson 2.

Instructional Procedures

INTRODUCTION

Now that you are in school you have a very important job. Just as some grown-ups have certain jobs that they go to each day, you come to school. Your work at school involves learning. All the things that you learn here at school will help you to do many things which you were unable to do before coming to school. You can be very proud of the work you do.

Three very important things you will be learning in school are reading, writing, and using numbers. All three will help you to do many things which you could not do before, both in school and out of school. It is not possible to learn these things in one or two days, but each day you spend at school, you will be developing more skill in all three areas. The word *skill* means something you are able to do. We could say (*use a child's name*) is skillful at playing baseball. *(Use a child's name)* is skillful at tying her shoes. Can you think of a skill you have?

Possible responses:

1. I can draw a picture of a tree.
2. I can write my name.
3. I can say the alphabet.

As you can see, all of you have developed certain skills even before coming to school.

For our use here in our classroom, we have three skill centers. You can probably guess what these are by looking at the signposts at each center.

Direct the learners' attention to each skill center and signposts at each center.

Reading Center: large book

Writing Center: large pencil and pad

Number Center: large number cards

Today we will spend time at the reading center. What skill will you be learning there?

Desired response: Reading

TASKS

Optional: the supplemental resource (pp. 23-31) could be used at this time.

Ask all the learners to come to the reading center, where you ask the following questions:

1. What should we remember about handling a book with care?

   a. Wash our hands.

   b. Turn the pages carefully.

   c. Replace on the shelf or put in safe place when not in use.

2. What will you have to learn in order to read a book?

   a. Begin opening and turning the pages from right to left. *Demonstrate the turning of pages from the top and at the beginning of the book to the end.*
   b. My eyes go from left to right on the page. *Demonstrate*
   c. The title (or what the book is about) is on the front cover.
   d. The author's name (or who wrote the book) is on the cover page.
   e. The page has many letters, so I must learn the alphabet.
   f. Each letter has a sound; we would say that the letters talk.
   g. When letters and their sounds are put together, they form whole words.

It seems like learning to read is a very big job. Did you know that each of you is able to read right now? You can read picture stories. As an example, let's read this story:

Distribute a copy of the picture story "Reading Pictures" to each learner.

I will give you a few minutes to read the story on your own. When you have finished, we will talk about the story and you can color the pictures at your desks.

Please remember where your eyes begin on the page, the path that they follow, and where they stop at the end of the story.

The learners read the picture story on their own. Ask the learners questions to find out if they were able to comprehend the sequence and important facts in the story.

Example of questions:

1. Who was in the story?
2. What happened first?
3. What happened next?
   etc.

SUMMARY

As you can see, you can read pictures. Very soon you will be able to name letters, identify their sounds, and eventually read words and whole stories. Some of you are able to read your names. I have a name card for each person in our classroom. As I turn over your name, show me that you can read your name by going quietly back to your seat (or another area of the room). If you do not know your name this time, don't worry because it will become easier as we practice.

Turn over one name card at a time. The learners respond by moving to another area of the room when they recognize their names.

Reading can be fun, as you will find out. Have fun coloring your picture story at your desks. In the next lesson you are going to learn about writing.

ASSESSMENT PROCEDURES

DIRECTIONS

The performance of this objective will be assessed at the conclusion of Lesson 3.

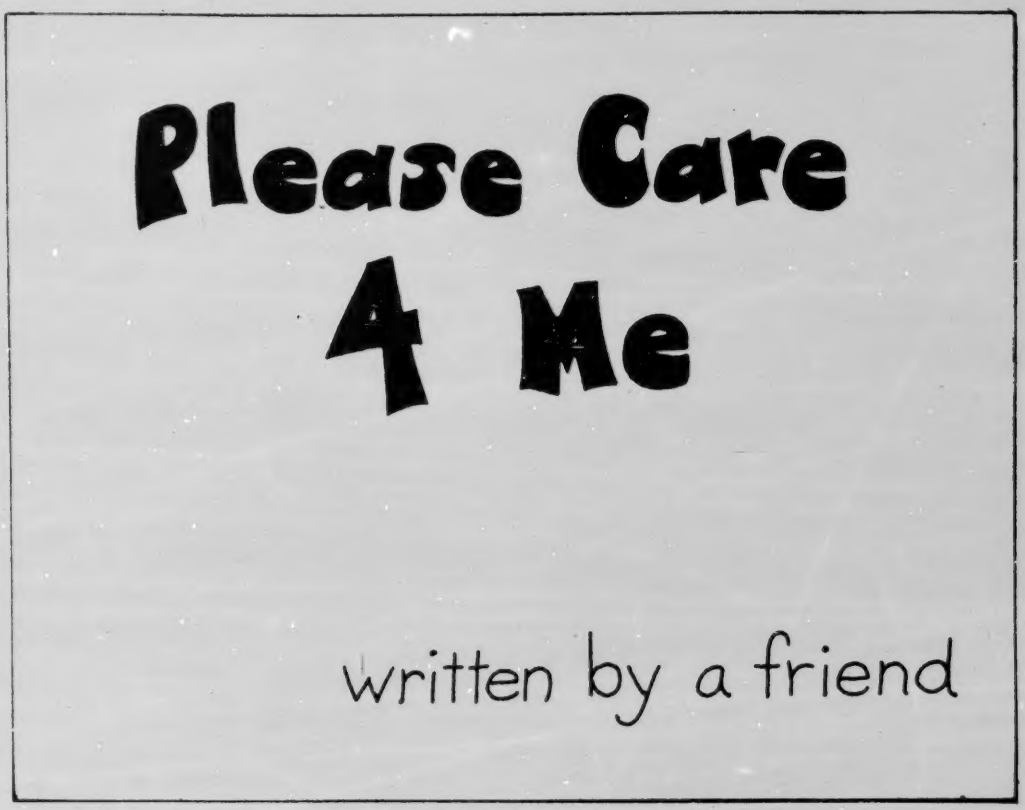
SUPPLEMENTAL RESOURCE

1. Duplicate copies of *Please Care 4 Me* and assemble into booklets.

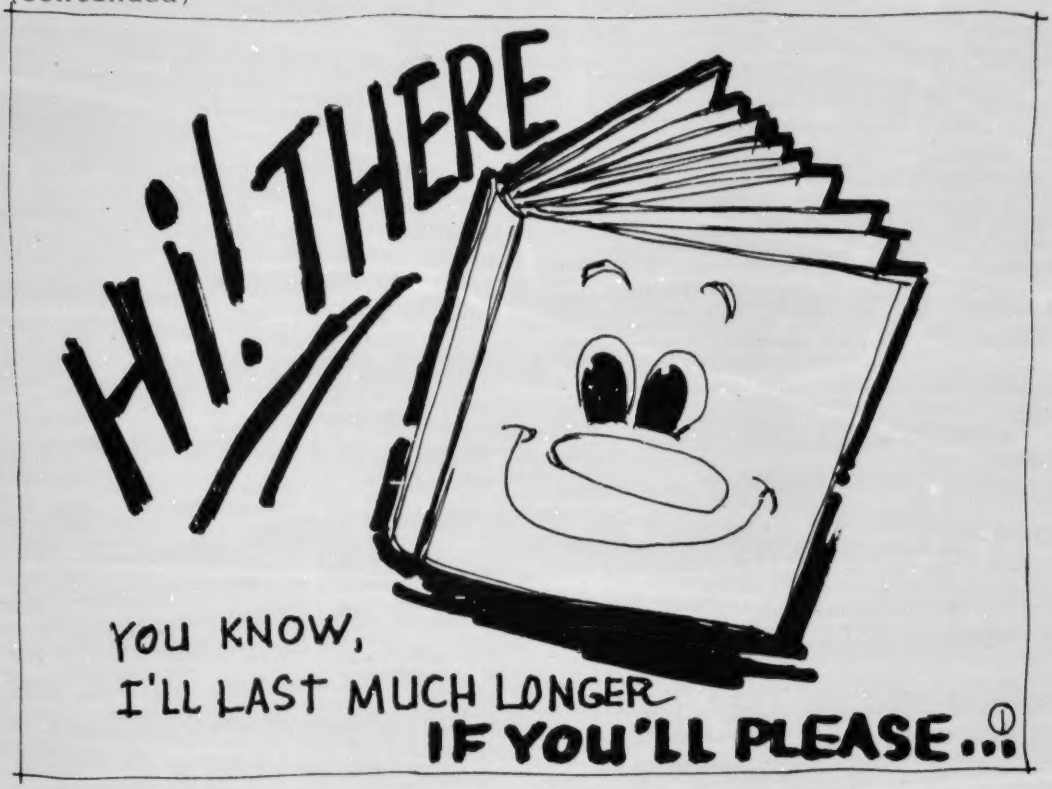
2. Ask all learners to come to the reading center where you give them a copy of the booklet.

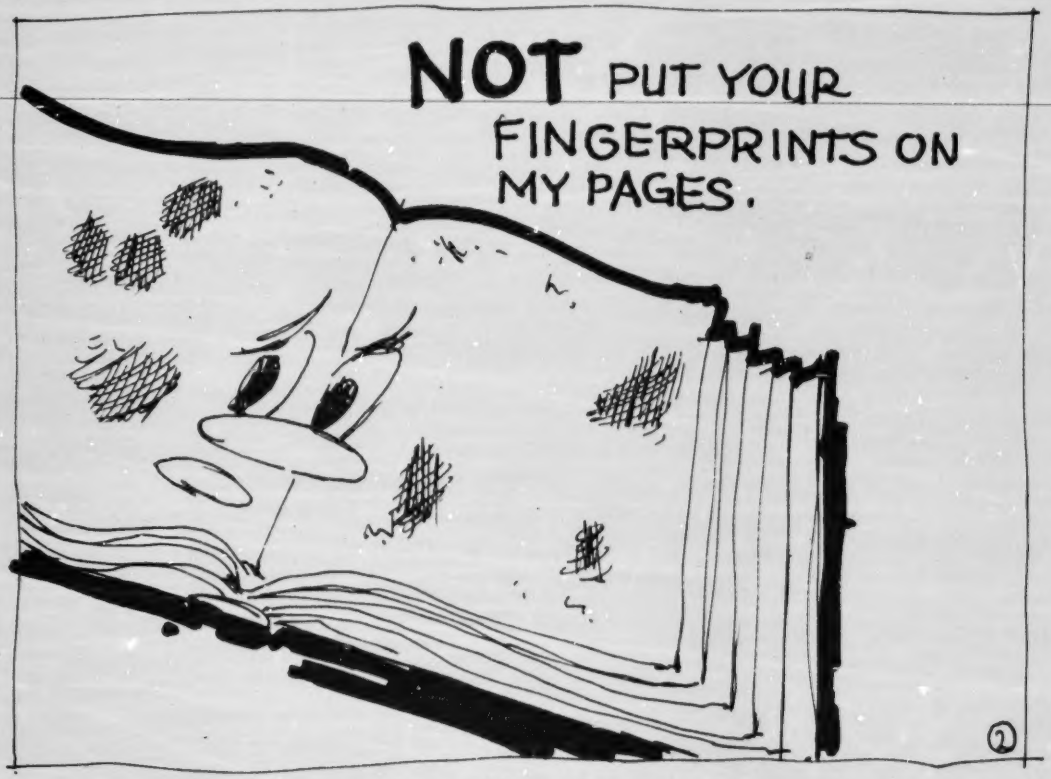
   This little booklet is going to help you find out just what you should know in order to read books.

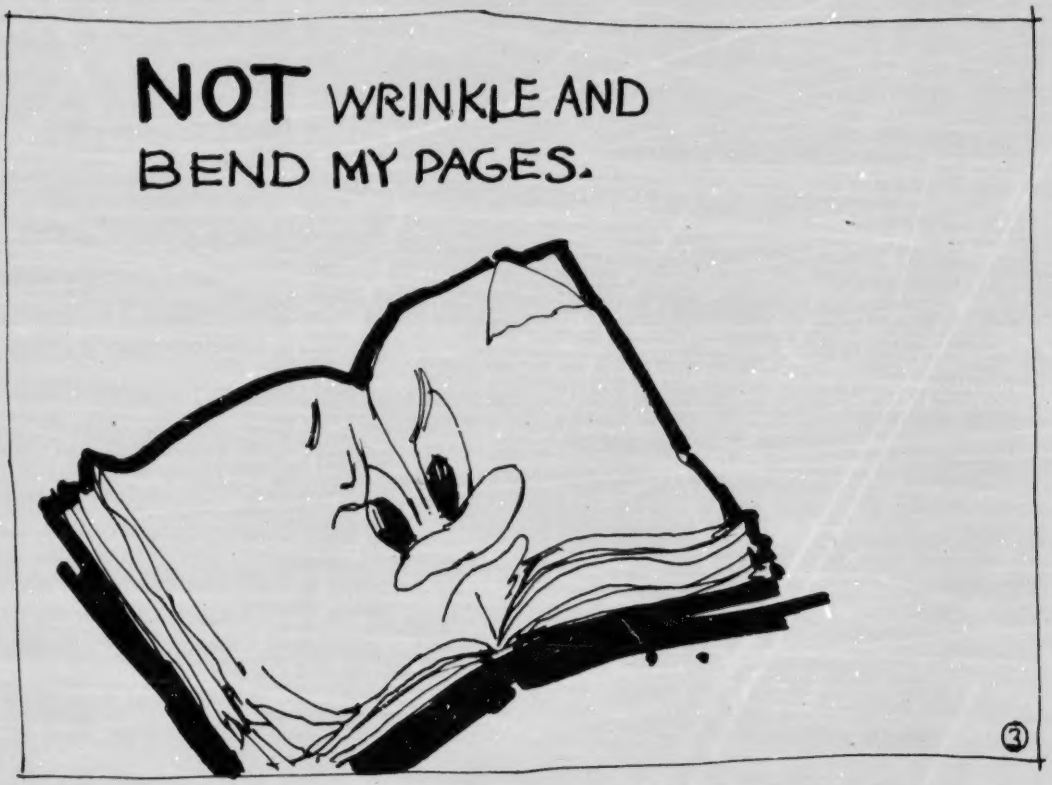
3. Read each page of the booklet as the learners follow along in their own copy. Ask questions about each page to ensure understanding.



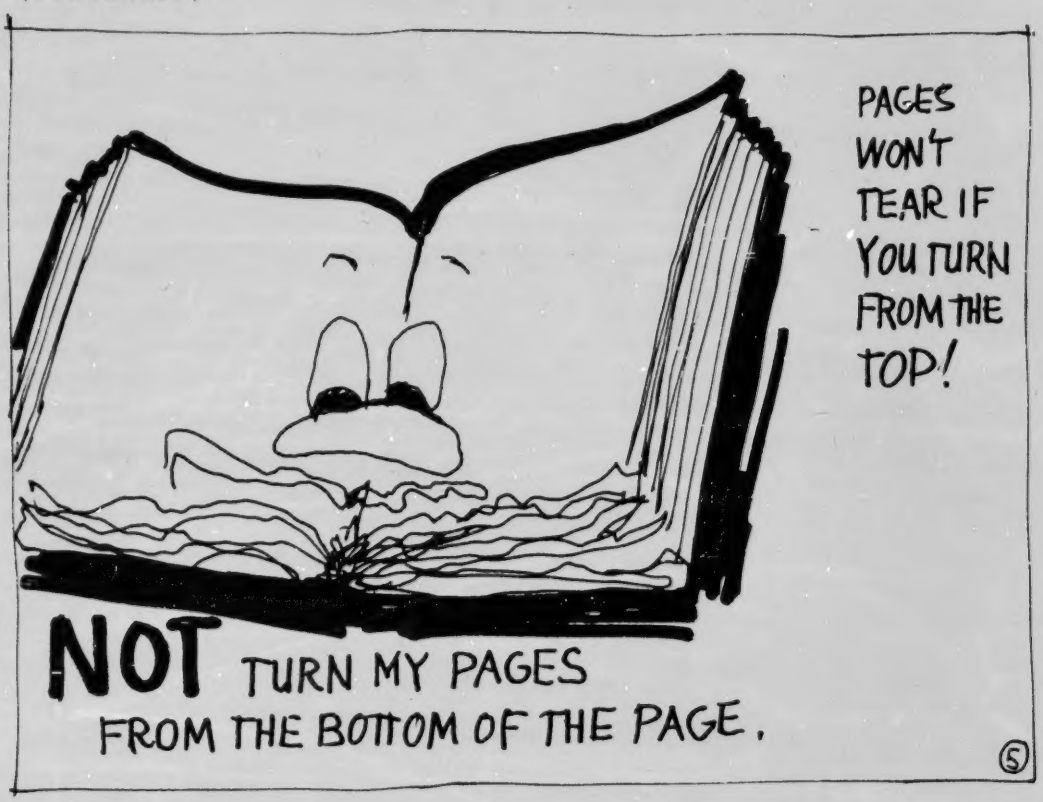
Duplicate all pages of *Please Care 4 Me*, cut out each page and bind together to form a booklet using this page as a cover page.


Hi! THERE
YOU KNOW,
I'LL LAST MUCH LONGER
IF YOU'LL PLEASE..!
①


NOT PUT YOUR
FINGERPRINTS ON
MY PAGES.
②

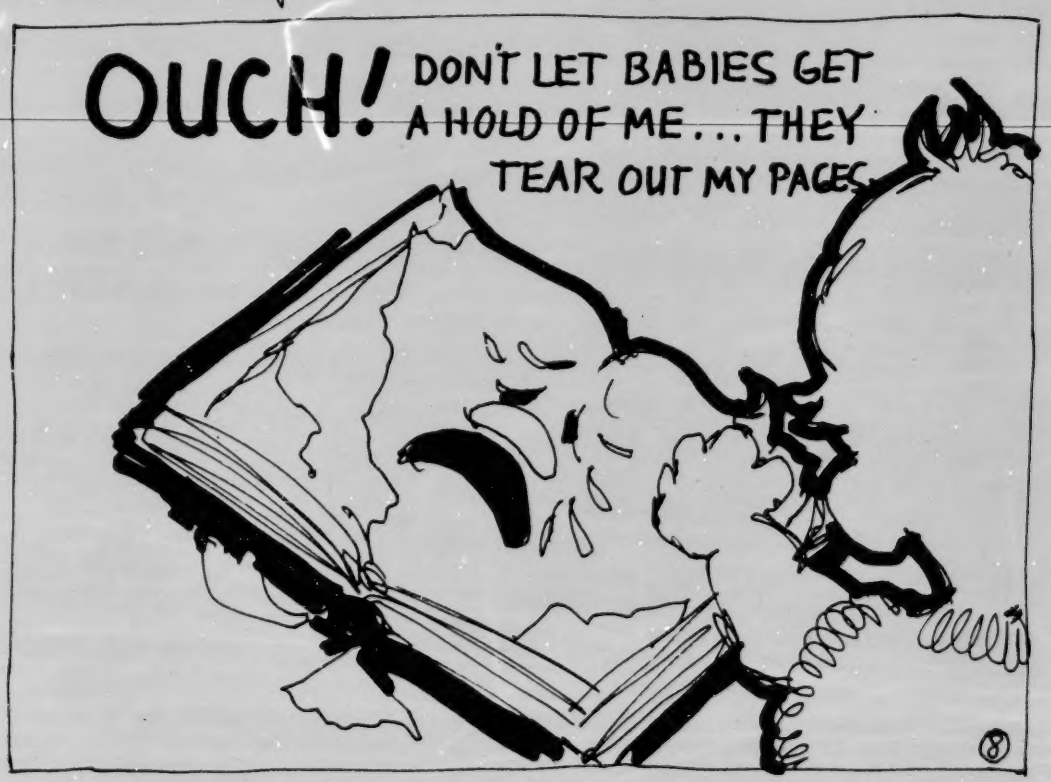

NOT WRINKLE AND BEND MY PAGES.
③

NOT SET ME DOWN ROUGHLY LIKE THIS...
OUCH!, MY POOR BROKEN BACK!
④


PAGES WON'T TEAR IF YOU TURN FROM THE TOP!
NOT TURN MY PAGES FROM THE BOTTOM OF THE PAGE.
5

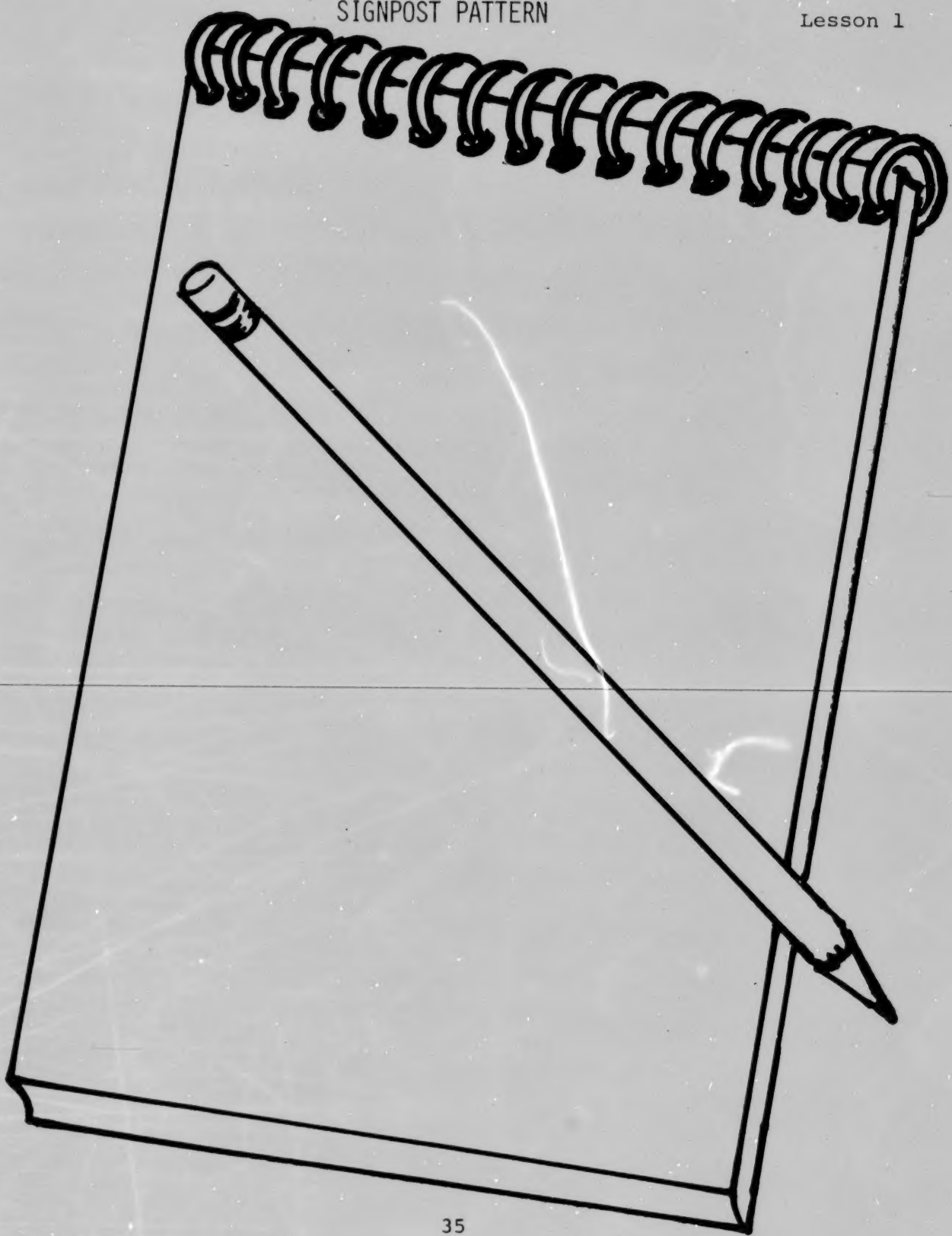
PLEASE KEEP ME FROM GETTING WET IN THE RAIN!
6

PLEASE DONT LET DOGS CHEW ON ME. IT REALLY HURTS!
7


OUCH! DONT LET BABIES GET A HOLD OF ME... THEY TEAR OUT MY PAGES.
8

SIGNPOST PATTERN

Lesson 1



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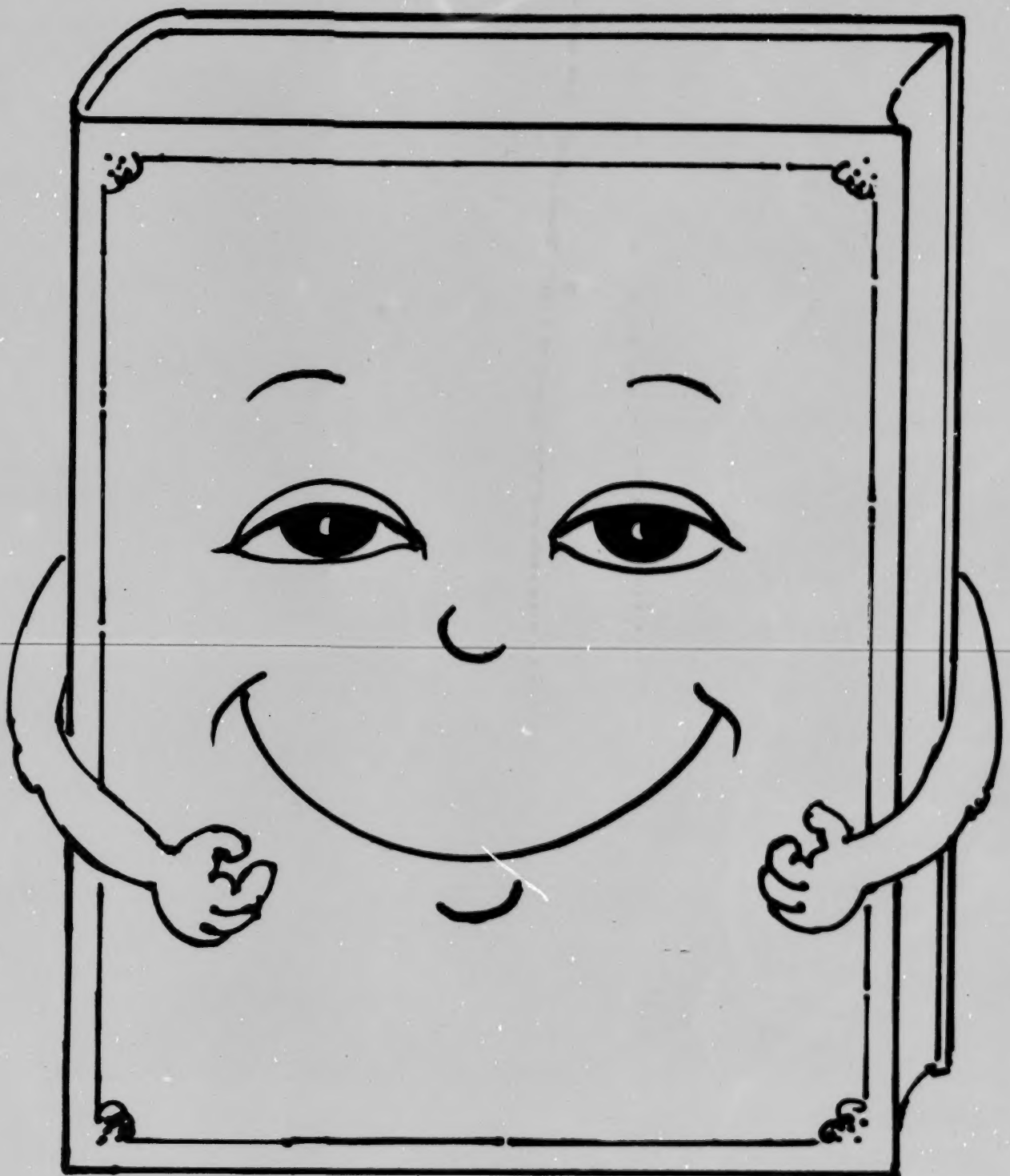
SIGNPOST PATTERN

SIGNPOST PATTERN



WHAT IS WRITING

LESSON TWO

CONCEPT

Writing is an important skill taught in school.

PERFORMANCE OBJECTIVE

The learner will identify writing as one of the three basic skills which he is presently developing in school.

LESSON TIME

30 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency and worksheet master: *Manuscript Form*	One pencil per learner
	Blank transparency
	Felt or grease pen
	Overhead projector
	Screen
	Construction paper strips (1½" x 4")

Instructor Preparation Tasks

Reproduce as a worksheet, one copy of each *Manuscript Form* for each learner.

Make a transparency of the *Manuscript Forms* for instructor use.

Obtain an overhead projector and screen.

Use the name cards from Lesson 1 or using construction paper strips, prepare a name (or word) sample for each learner using the first or the whole name. If a name is used, write a word on the back which uses most of the letters contained in the name. Place a pencil and the *Manuscript Form* worksheet by each learner's place at the skill center.

Instructional Procedures

INTRODUCTION

In the last lesson you learned about a skill you are developing here at school. Who can tell what that skill is?

Desired response: Reading

Another skill you are learning in school is writing. Who can show me the writing center in our room?

Learner goes to the table which is labeled "Writing" and identified by a large pencil and paper signpost.

How could you recognize that as the writing area?

Possible responses:

1. I see the pencil and paper signpost.
2. Because you told us about it in the last lesson

TASKS

Ask the learners to come to the writing center.

What do you need to know before you begin to write?

Any responses are acceptable at this point.

As you can see, you have some materials on the table in front of you. These are some of your tools at the writing center. The first thing you need to do is gather the materials for writing. Let's name the materials you need:

1. Pencil
2. Paper

You will also need to know

1. how to hold the pencil.
2. how to sit at the table.
3. how to place the paper on the table.

Demonstrate each item listed.

Project the manuscript transparency on the screen and direct the learner's attention to the examples of manuscript letters and explain the directional arrows.

Ask the learners to get ready to write, grasp the pencil, sit up straight, put their feet on the floor, and place the paper slightly slanted on the table in front of them.

Watch the screen as I trace the first letter with my pen.

Trace the first letter as the arrows designate, explaining each stroke of the pencil.

Now look at your papers. Find the first letter at the top of the page, and put your pencil on this point.

Demonstrate on overhead sample.

What should you do first?

Proceed through each step for several letters. If some learners appear to have difficulty, ask them to draw the letter in the air with their index fingers before using the pencils on their papers.

Now that you are ready to write, please write your name.

If this is too elementary, you should substitute a more appropriate writing task.

Hand out a card (1 1/2" x 4" construction paper) with each learner's name on it or a word if the names are too elementary. Ask the learners to trace the sample, remembering the directions of the arrows, first with their index fingers, then with their pencils. Ask them to refer back to the manuscript lettering page if they have forgotten which direction to follow.

You will see the lines on the bottom of the paper.

Point to the line on the overhead sample.

Write your name here without the use of any guides. Think carefully about where to begin each letter and the direction you need to follow. If you are not sure, look at the sample card I gave you and trace it again.

Observe each learner as he performs the task to be certain he is forming the letters properly. This can be repeated as many times as necessary until you feel the learners have had adequate time to appropriately accomplish the task.

SUMMARY

In the last lesson you learned some of the things you need to know to develop reading skill. What skill have you learned about in this lesson?

Desired response: Writing

That is right. Now, although you have been using a writing skill today, how could you show me that you can also read?

Possible response: I can read what I have written.

Who can name all the letters in their name (or word)?

Allow several learners to demonstrate this.

You have shown me that you can read and write. How can you use what you have learned in these lessons?

Desired responses:

1. I can write my name on my own things.
2. I can read my name on my papers, desk, etc.
3. I can write the letters of the alphabet.
4. I can name the letters.
5. I can use the letters of my name to make another word.

You might demonstrate this with several names.

In the next lesson you will learn how to use numbers.

Assessment Procedures

DIRECTIONS

The performance of this objective will be assessed at the conclusion of Lesson 3.

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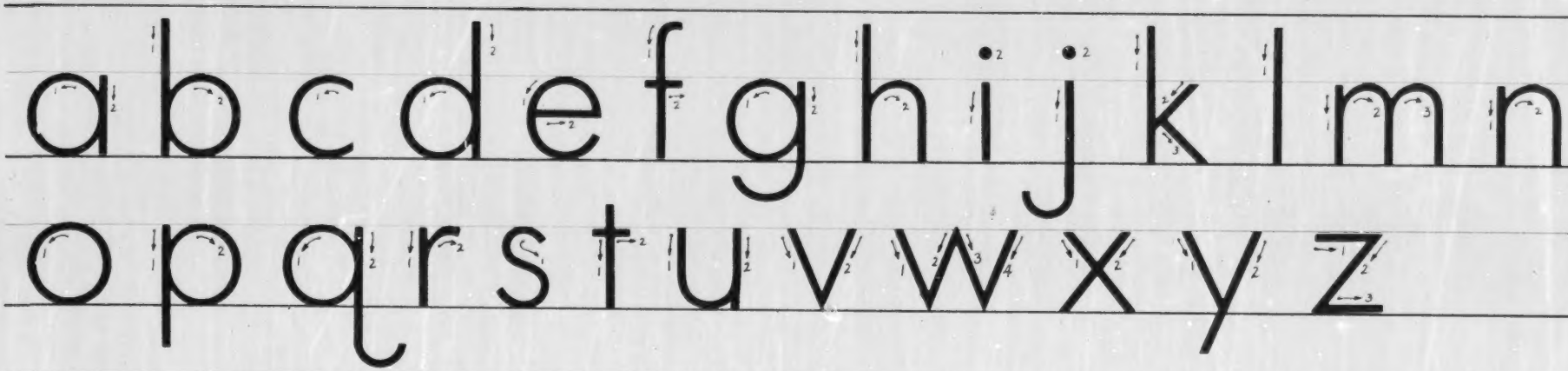

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WHAT IS NUMBERING?

LESSON THREE

CONCEPT

Numbering is an important skill taught in school.

PERFORMANCE OBJECTIVE

The learner will identify numbering as one of the three basic skills which he is presently developing in school.

LESSON TIME

30 minutes (exclusive of assessment interview time)

NEW VOCABULARY

Empty set - set with zero members

Members - items in a set or group

Set - group of things

PREREQUISITE KNOWLEDGE

Ability to count from 1-20

Ability to count items from 1-20

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Number Bingo card patterns	Ball of string
Number Bingo Call Cards	Containers (such as a paper cup or dish; one per learner)
Assessment item for Lessons 1-3 *Instructor Interview Form*	Wrapped candies or tokens (16 pieces per learner)
	Overhead projector and Screen

Instructor Preparation Tasks

Obtain a large package of wrapped candies and a 2' long string for each learner. Knot the string at its ends and cut off the loose pieces.

Place at least 16 wrapped candies in a container at each learner's place.

Obtain the blank transparency and place it on the overhead projector at the numbering center.

Reproduce one copy of *Number Bingo Card* (on construction paper) for each learner.

Reproduce one copy of the following items for instructor use:

1. *Number Bingo Call Cards* (on construction pager).
2. Assessment item for Lessons 1-3.

Cut out *Number Bingo Call Cards* for use with *Number Bingo*.

Write the learners' names on the assessment item.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the last lesson you learned to form the letters of the alphabet, or to write. You can write your name and some words. You can name the letters and read the words. Today, you are going to learn about using numbers. All these skills are ones you use at school and at home. Can anyone think of how an adult uses skills at home?

Possible responses:

1. Paying for food
2. Reading a newspaper
3. Writing a report

TASKS

Ask the learners to come to the number center.

You can see there is a dish of candies in front of each of you. These are not for eating right now, since we are going to use them to do a number game. But after the game you will be able to take them home.

If, for some reason, the instructor feels the wrapped candies are inappropriate, any small items such as construction paper circles, bingo markers, etc., may be substituted.

You are going to use the candies to count and make new sets. Do you know what a *set* is?

Desired response: Group of things, objects, items

Yes; you have seen tea sets, sets of dishes, sets of locks, sets of crayons, and train sets. For instance, your bowl, right now, contains a set of candies. To begin, see if each of you can count the members of your set of candies. We can call each candy a *member*, which means something that belongs to a group of things. A good example of this is that each of you could be called a member of the class. The class is the set, or group, of which you are a member.

Place a string on the overhead projector and turn it on.

Place the string I gave you in front of you and use your fingers to open the string to make a circle.

Demonstrate forming a circle with the string on the overhead projector.

I will ask you to make a set with a certain number of members. See if you can count that number of candies and place them in the circle. Your circle now becomes the set, and the candies will be the members.

The learners should watch as the instructor demonstrates by designating a certain number set and placing the corresponding members [candies] in the circle on the overhead projector.

Now its your turn.

Specify a number set while the learners listen and respond by placing the appropriate number of candies in the circle. Allow enough time for the children to understand the concept of sets and members within the set.

What is the set called with no candies in it?

Desired response: The *empty set*

How many members in the set?

Desired response: None

Right, this is called zero number of members. Zero is a numeral which means none. How many zebras do we have in our classroom set?

Desired response: None or zero

How many eggs do you have in your desk set?

Desired response: None or zero

Now let's make a figure eight with the string.

Demonstrate on overhead projector.

Now, can you make two sets? Tell me how many members are in each of your sets.

Call on several children to respond.

Possible response:

I have three members here and two members in this set.

Put your strings and candies in the dish. We're going to play a game called *Number Bingo*.

Pass out the bingo cards for "Number Bingo".

As you can see, these cards have many boxes with objects in each one. We could call each of these small boxes a set, just like the string circles, and the items inside members of that set. I am going to draw a number card, say the number on the card, and if you have a set or box with that many members, put a candy on that set or box. The first one to make a straight line of candies on their card will yell, "Bingo!" You will have won the game.

Demonstrate the diagonal, horizontal, and vertical line for possible bingos.

Find the set with four lady bugs; two butterflies, etc.

Learners play the game several times.

SUMMARY

In this lesson we learned a few ways in which we can use numbers. Can you tell me some other ways you, or someone else, could use numbers?

Desired responses:

1. Counting objects, children in a classroom, etc.
2. Counting money
3. Writing numbers
4. Reading numbers
5. Telling time

We have talked about three skills that you will be learning and developing here at school. Who can tell me what these three skills are?

Desired response:

1. Reading
2. Writing
3. Using numbers

In the next lesson we will be learning the many ways in which you can use these skills in and out of school.

Assessment Procedures

DESCRIPTION

The assessment item for Lesson 3 is also used to assess the performances in Lesson 1 and 2.

The *Instructor Interview Form* is a personal interview which will need to be administered to one learner at a time. The instrument should be administered during a time when the learners are involved in an independent activity so that each learner can be interviewed without disturbing or being disturbed by others in the classroom.

DIRECTIONS

Use the *Instructor Interview Form* to record the learners' responses to the following:

> You have learned the meaning of our new word skill, which means "to be able to do something." We have talked about three very important skills which you are learning here in our classroom. Can you tell me what these three skills are?

KEY

Reading
Writing
Numbering

Date_____

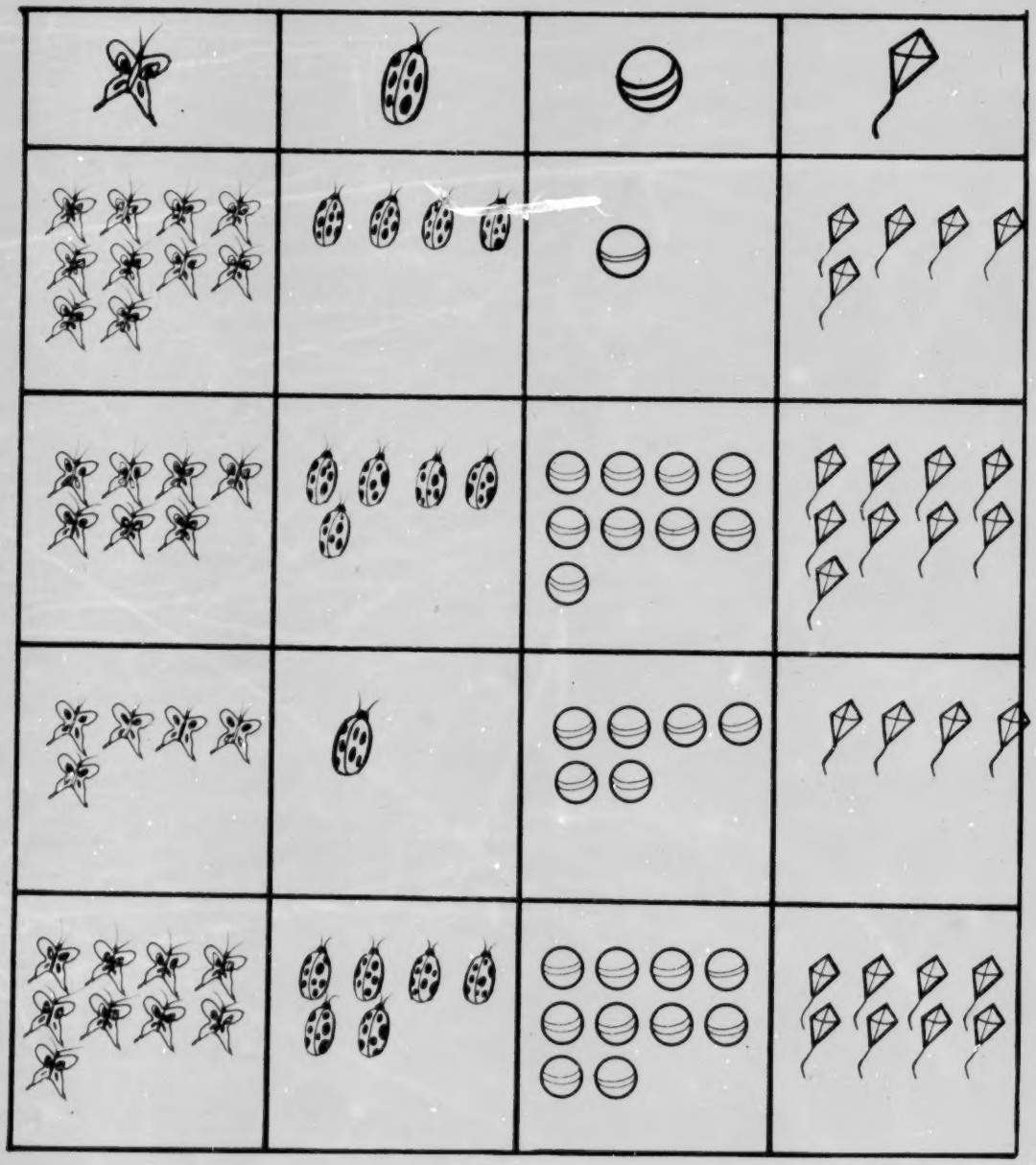
Lessons 1,2,3

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Learner's Name	Reading	Writing	Numbering	Number Identified	Number Possible	%

NUMBER BINGO CARD



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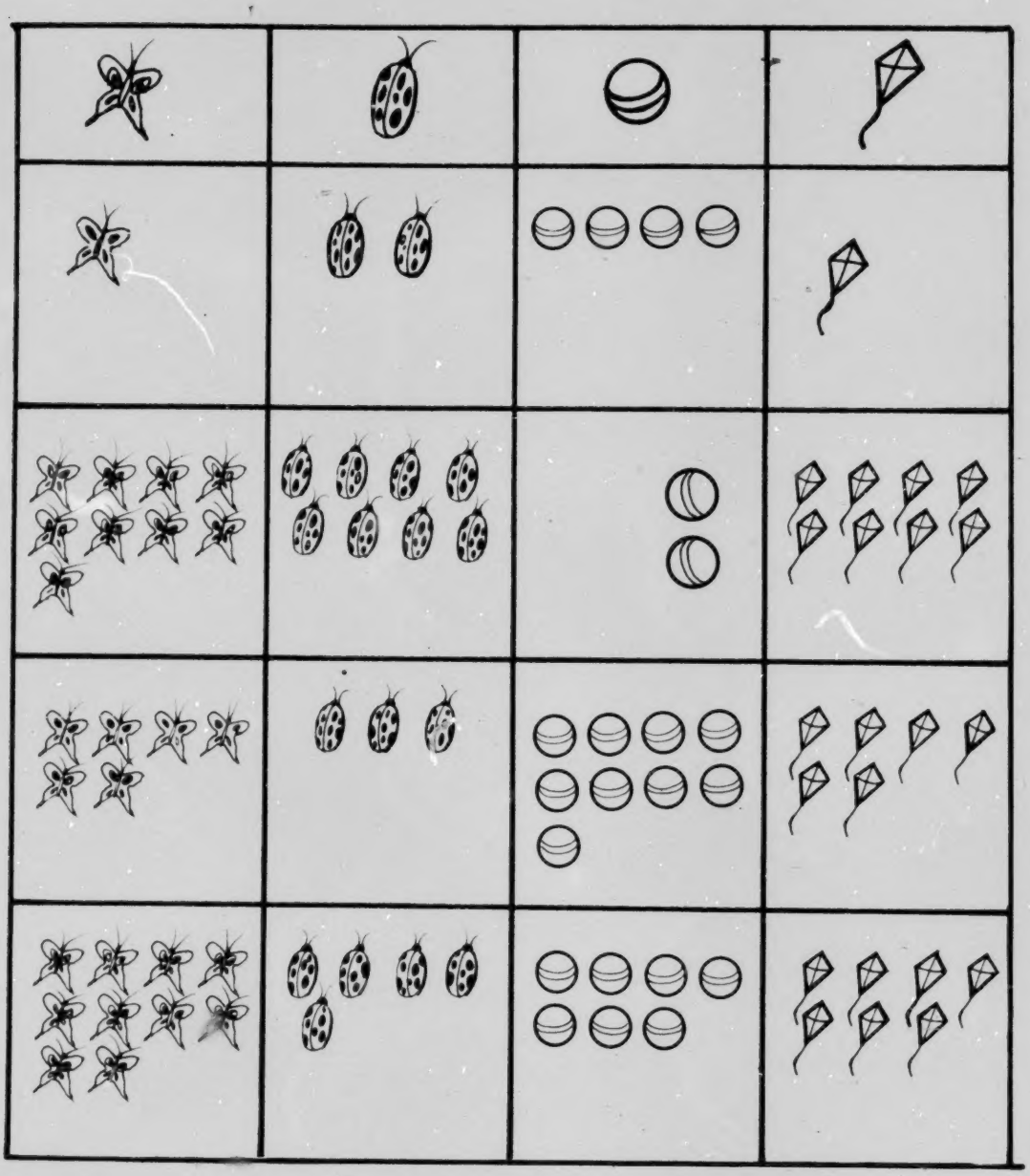

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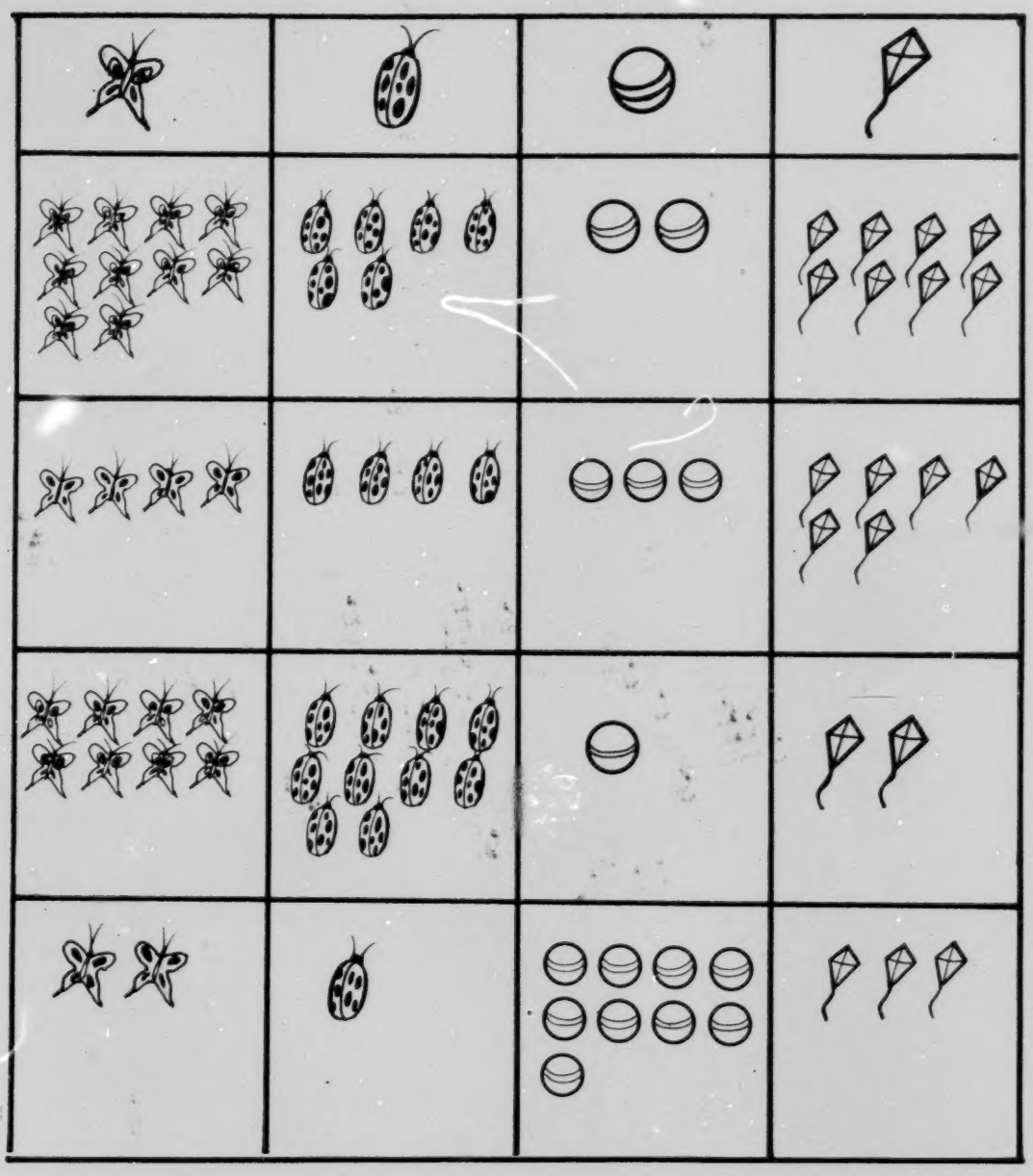

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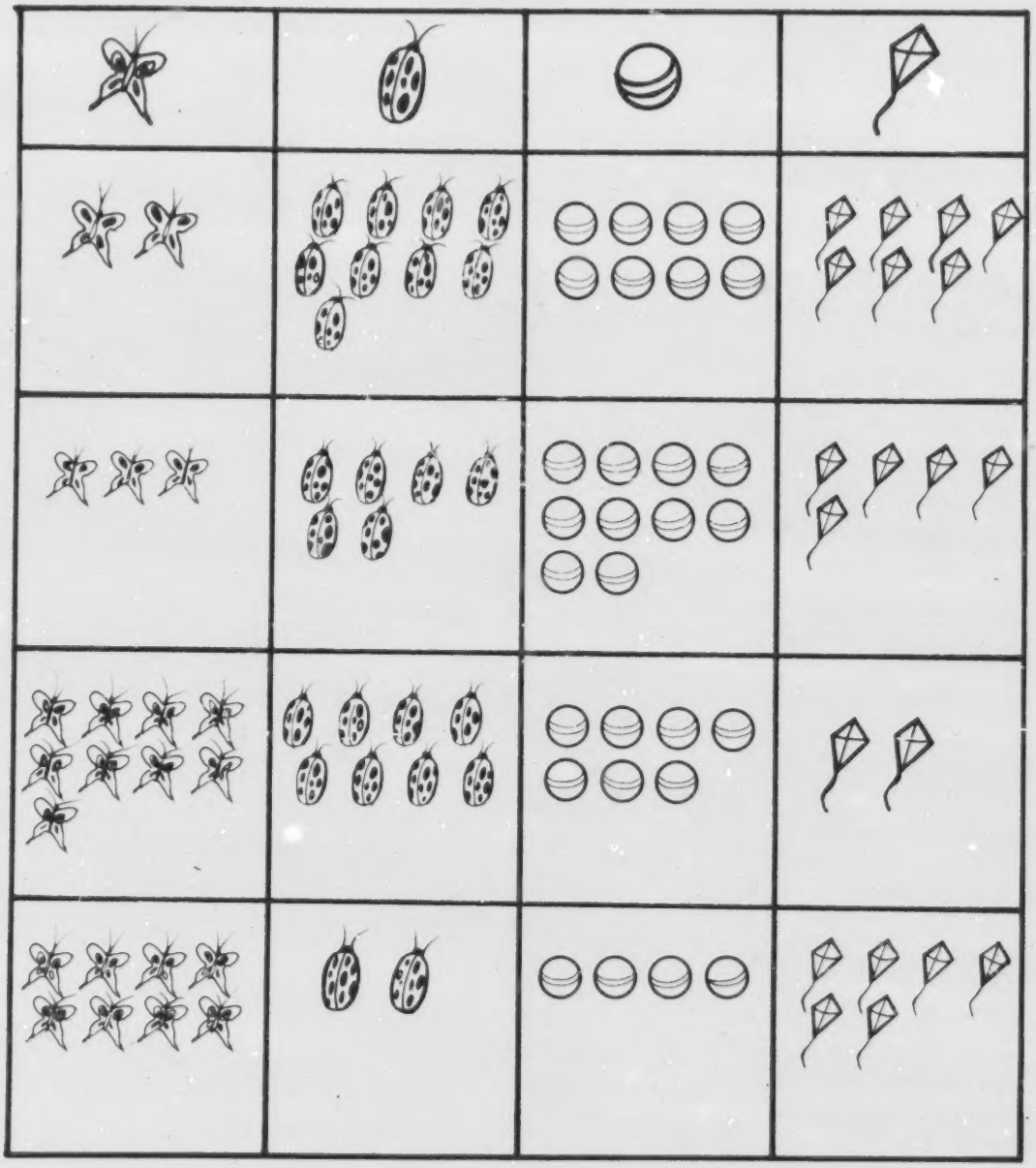

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			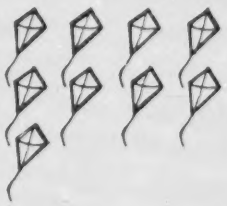
		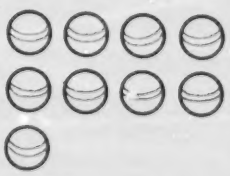	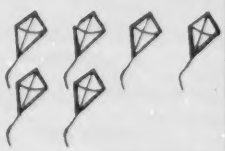

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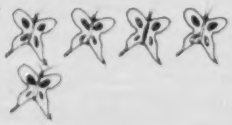			
			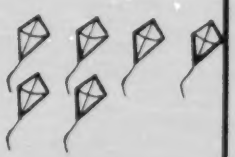
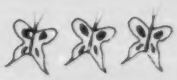			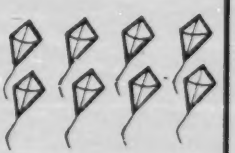

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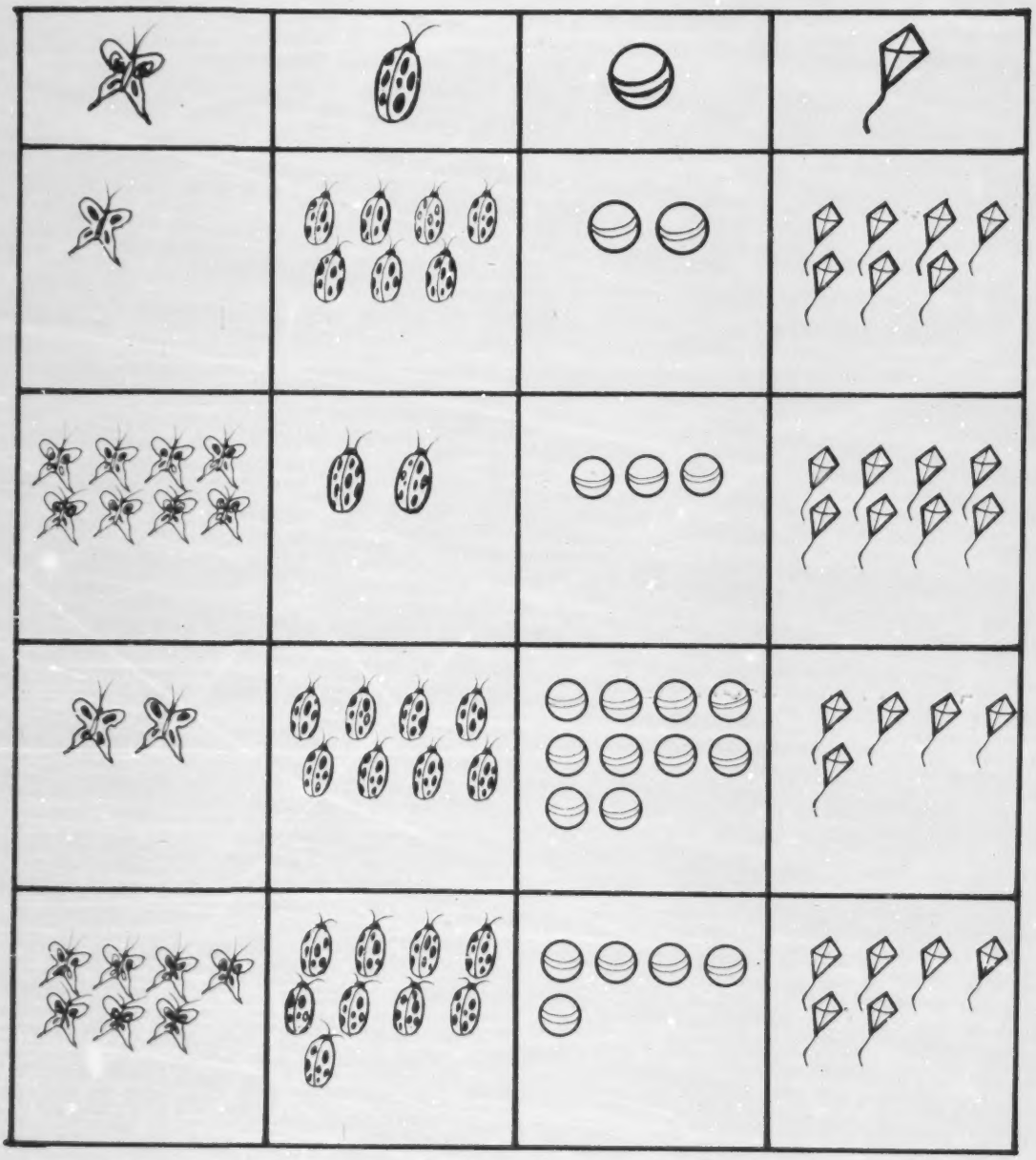

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			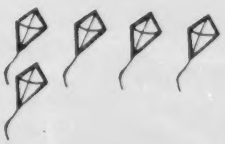
		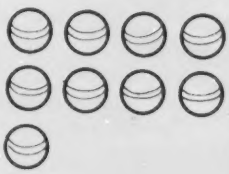	
			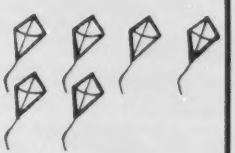

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			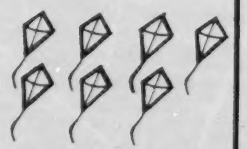
			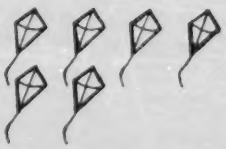
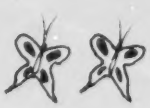			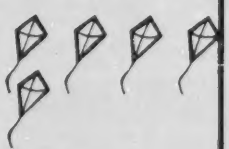

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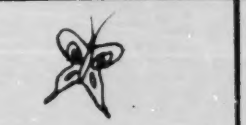			
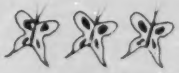			
		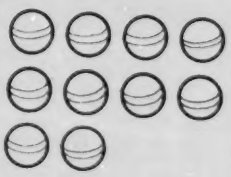	
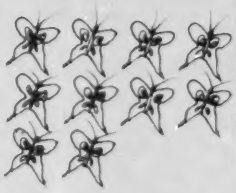			

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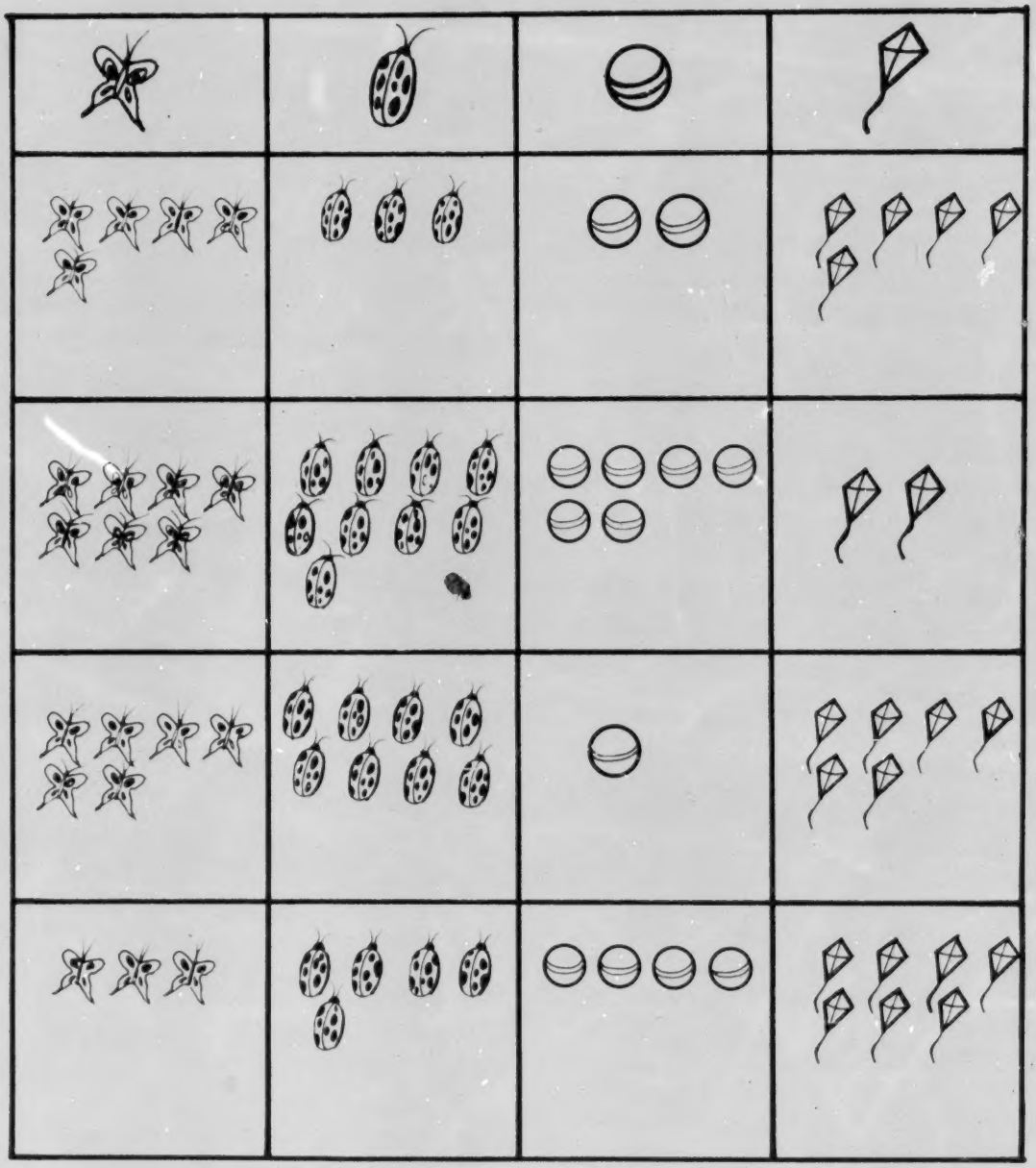

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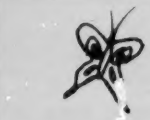			
			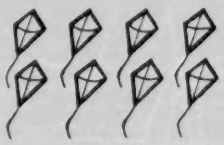
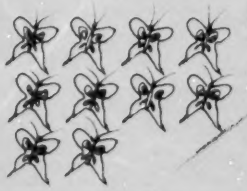			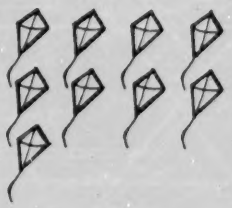
		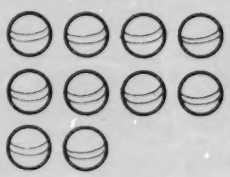	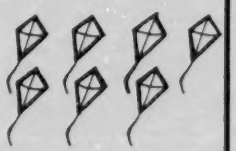

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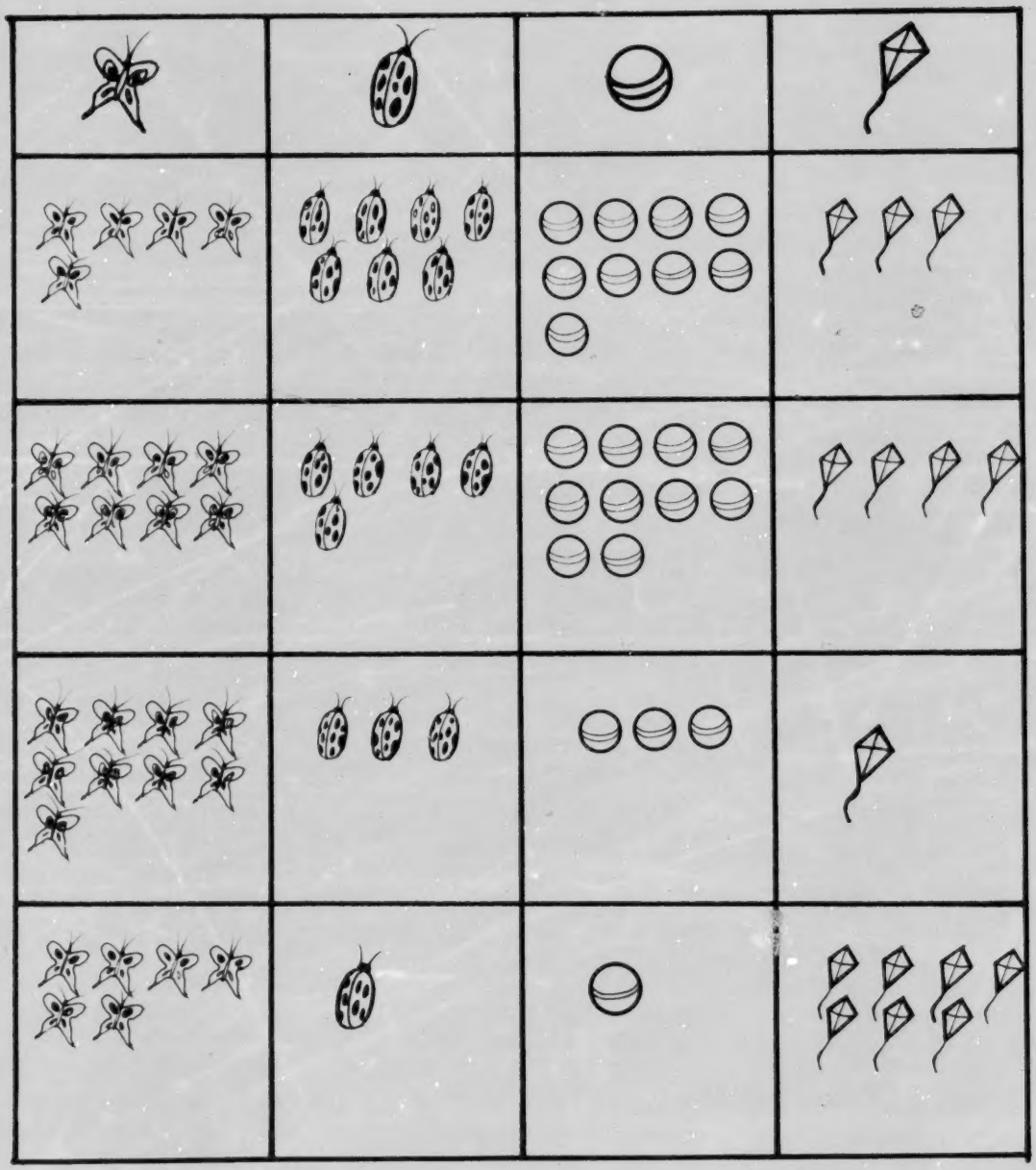

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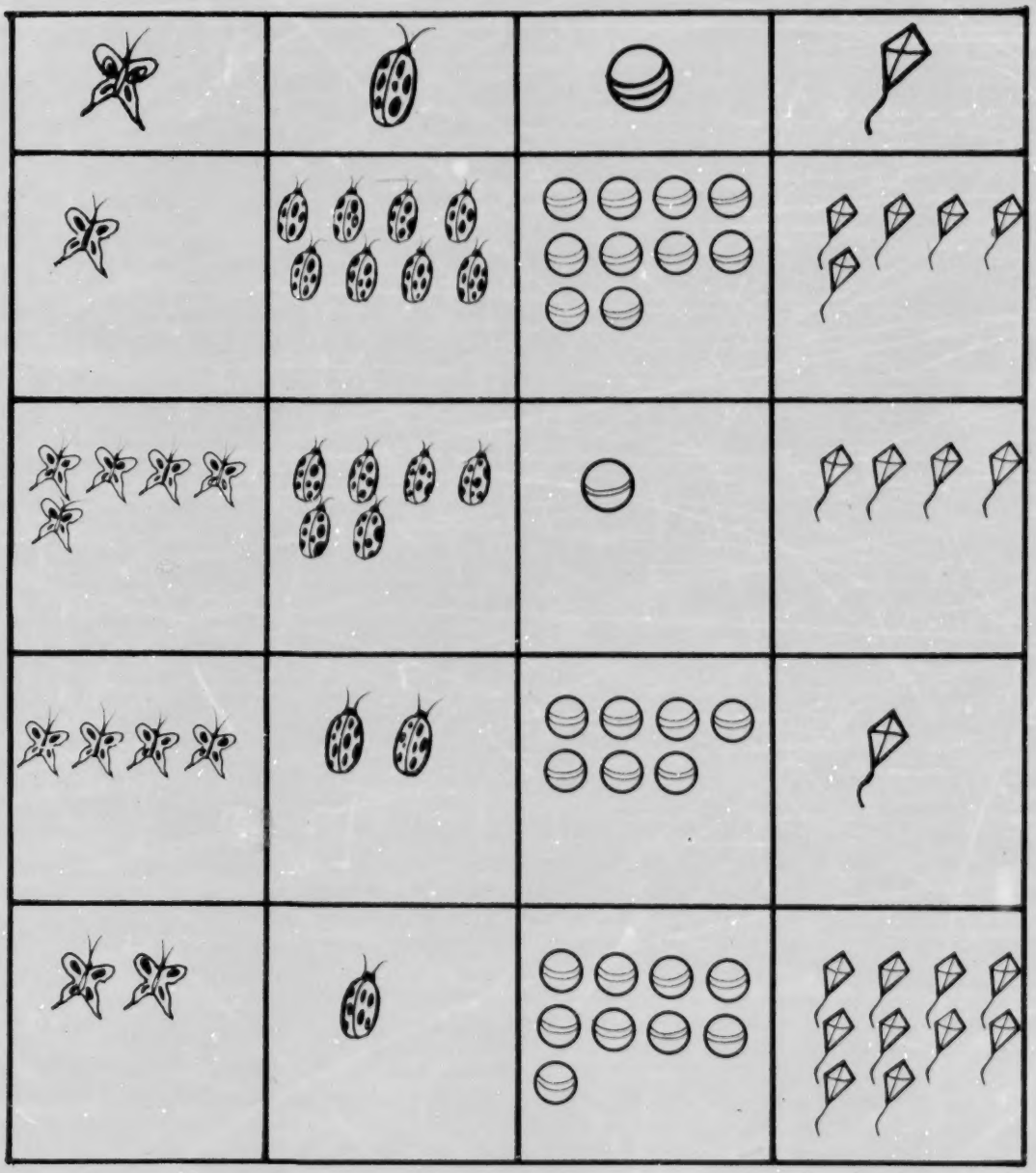

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			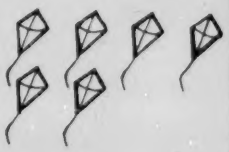
		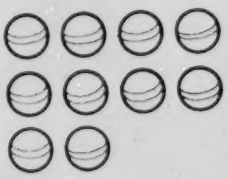	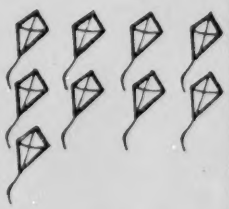

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			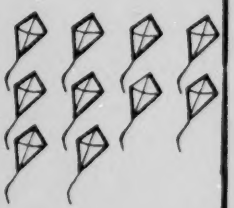
		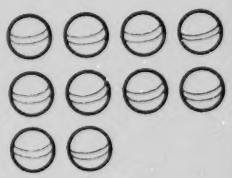	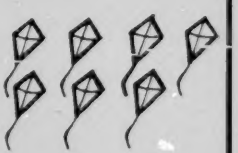

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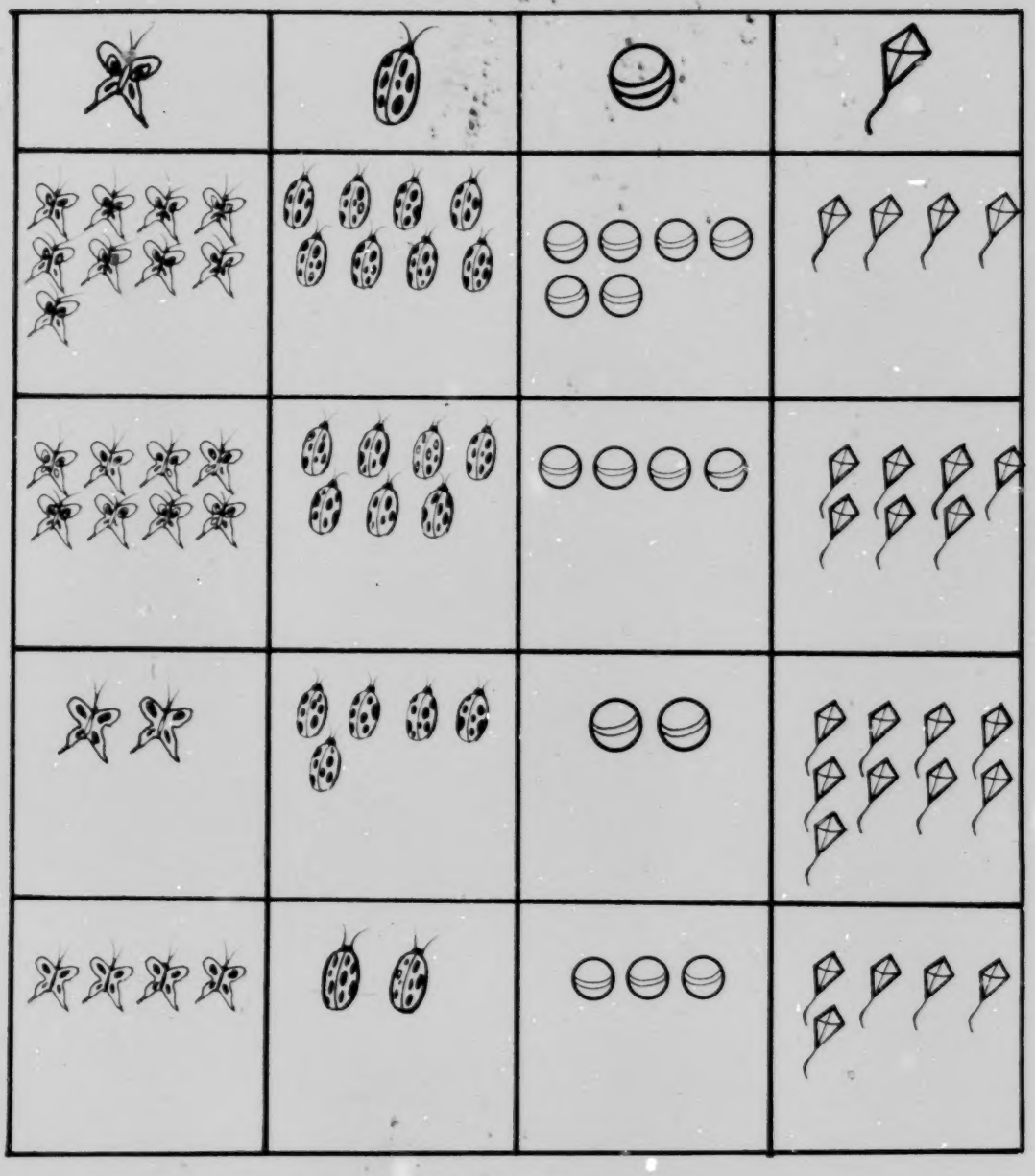

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			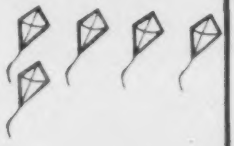
	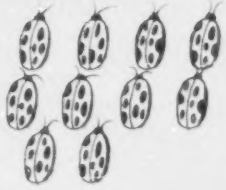		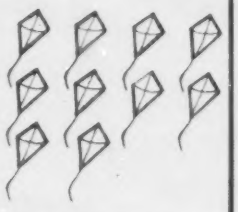
			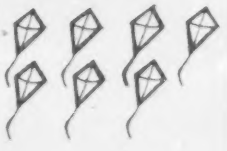

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	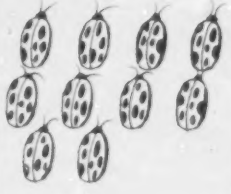		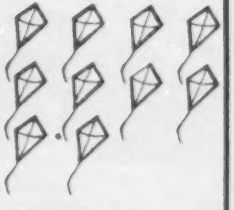
			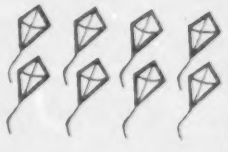
			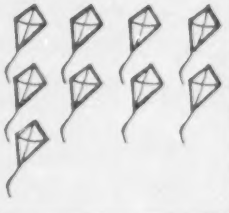

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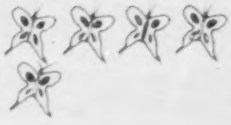			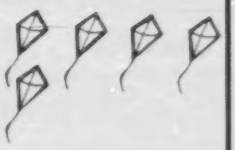
			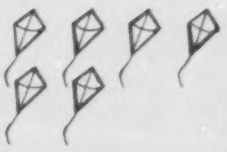

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			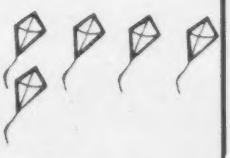
		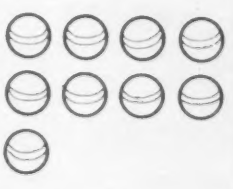	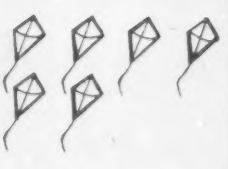

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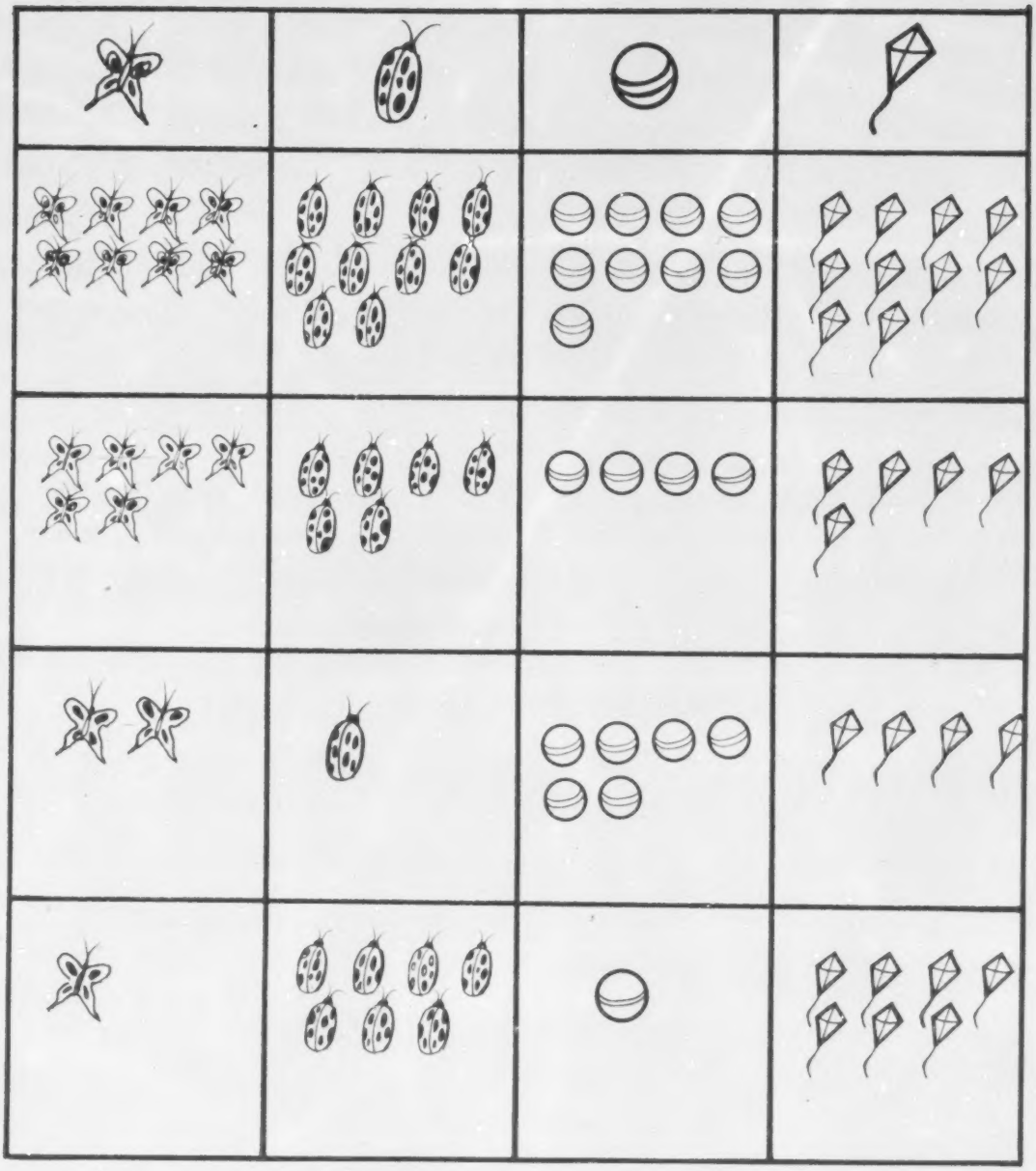

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		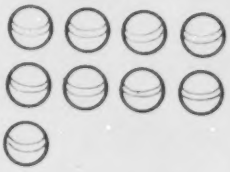	
			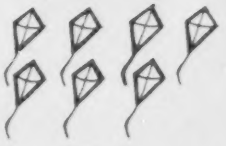
			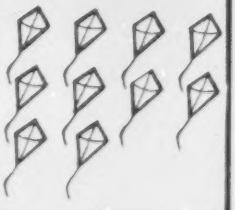

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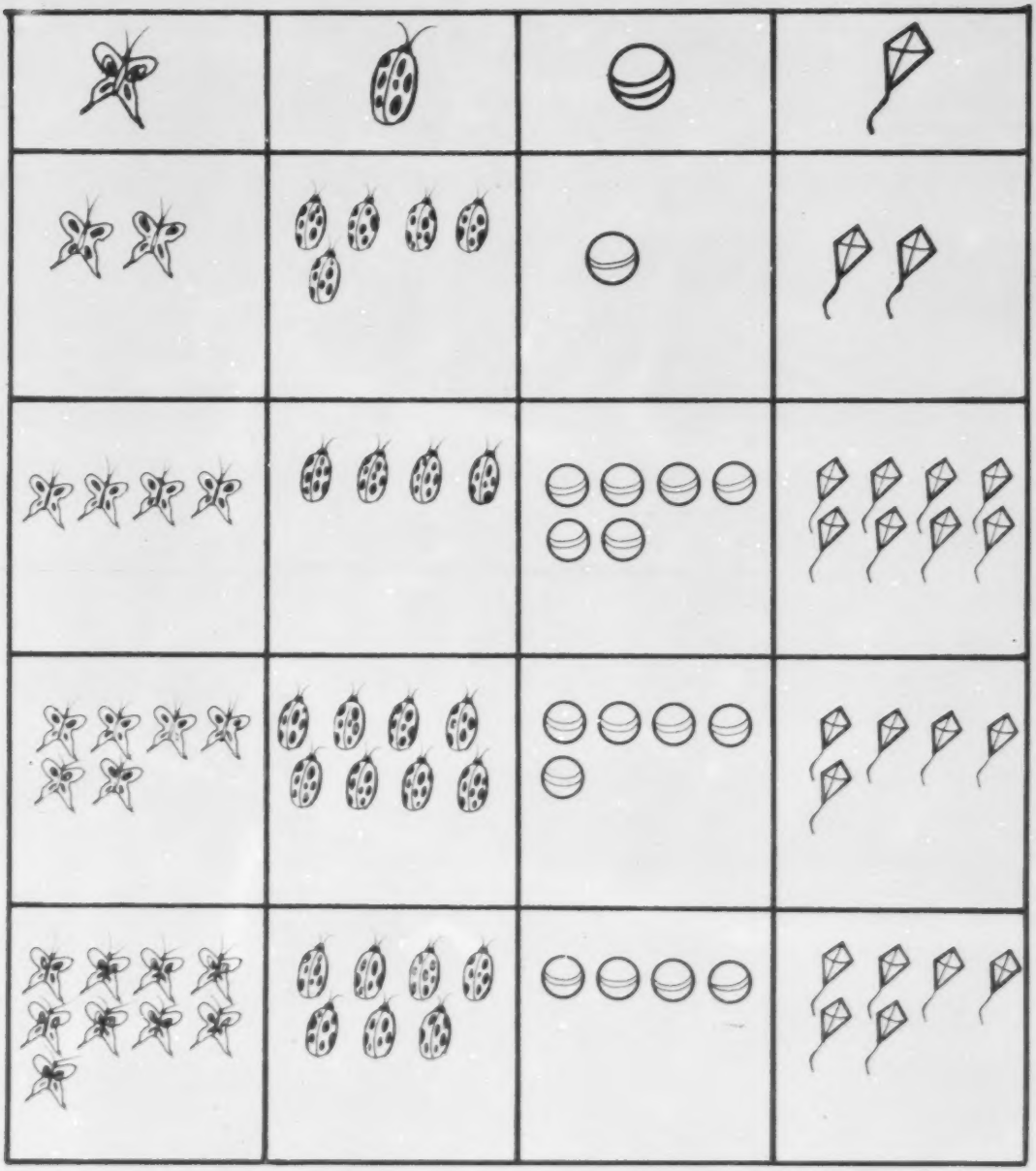

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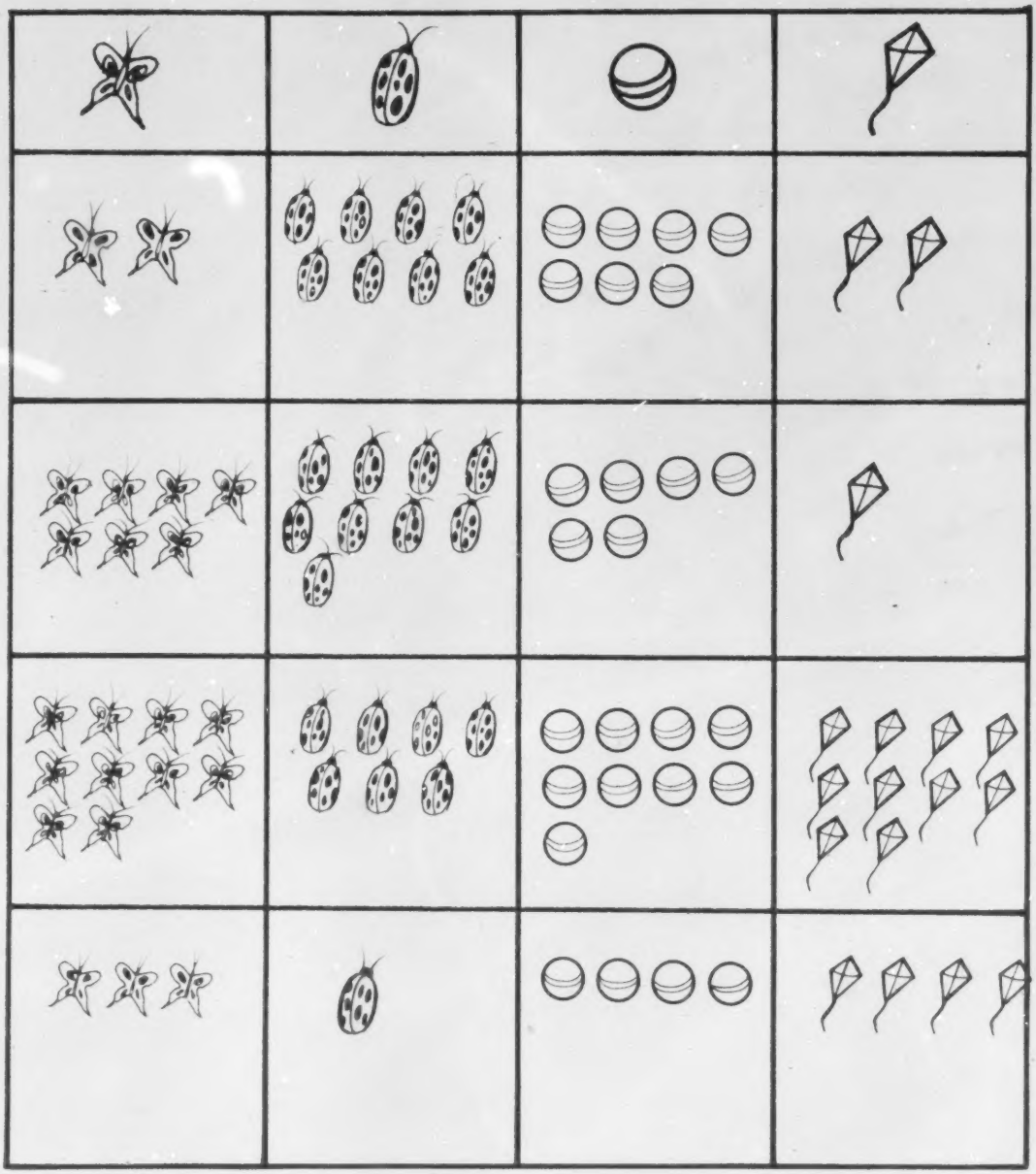

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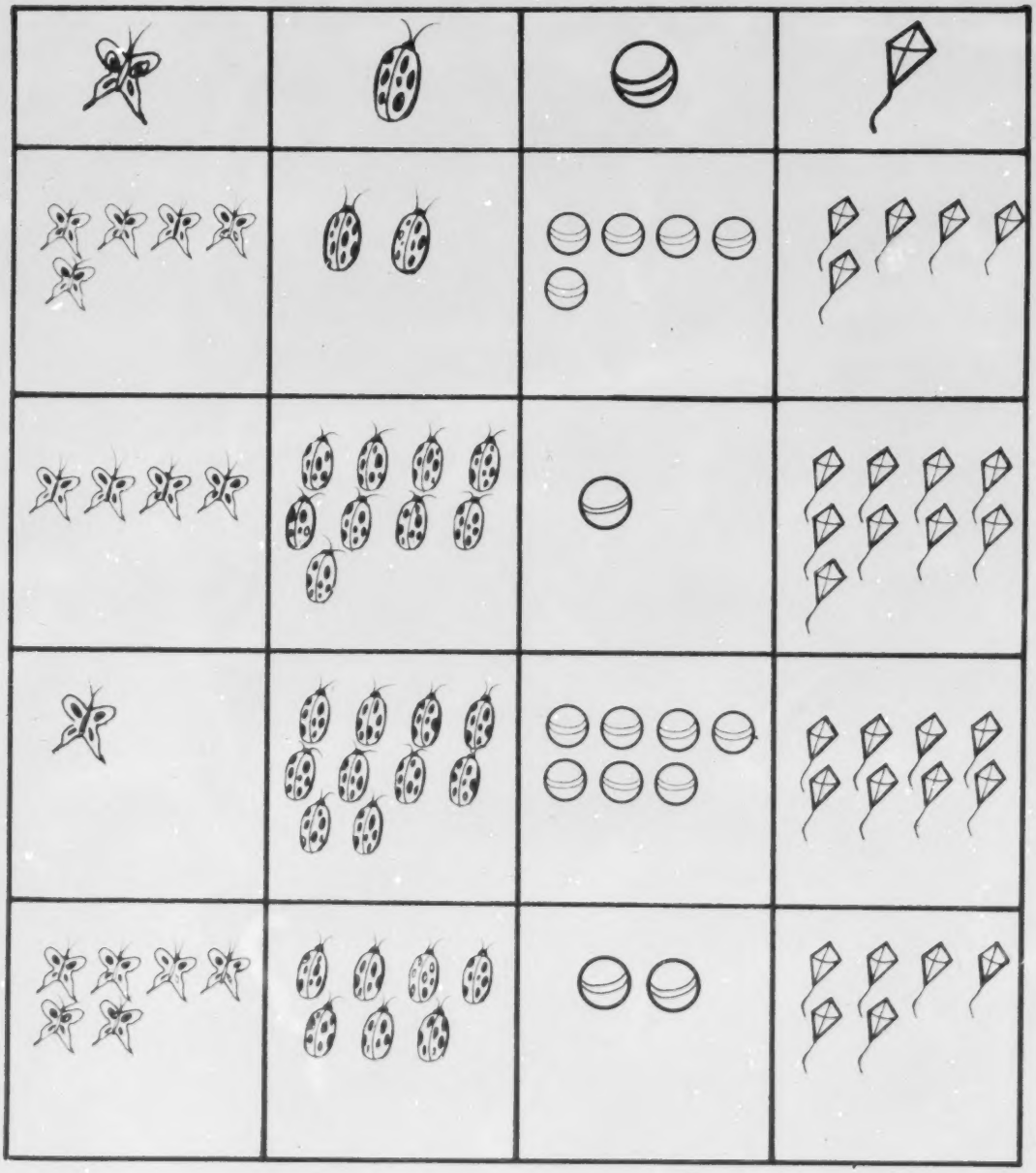

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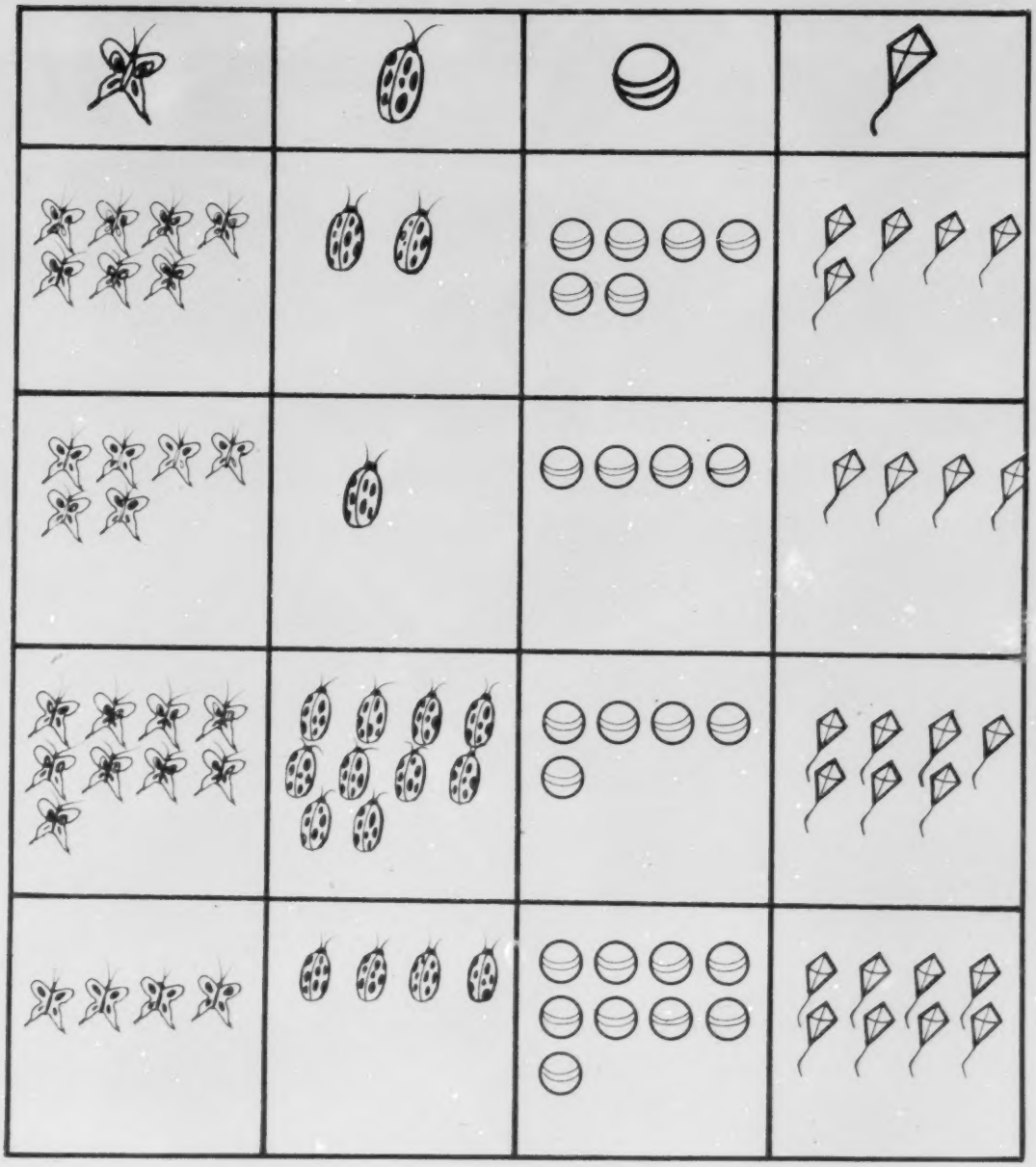

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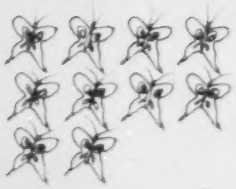			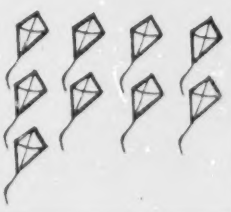
			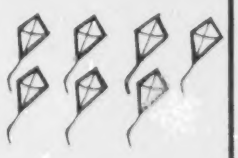

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			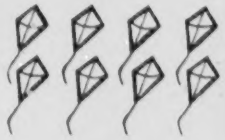
	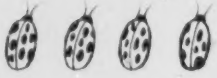	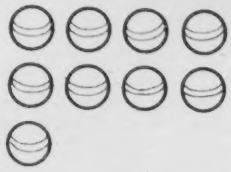	
			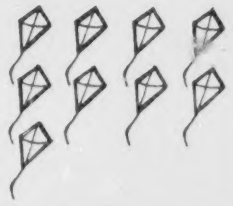
			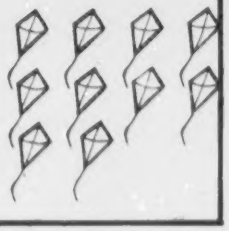

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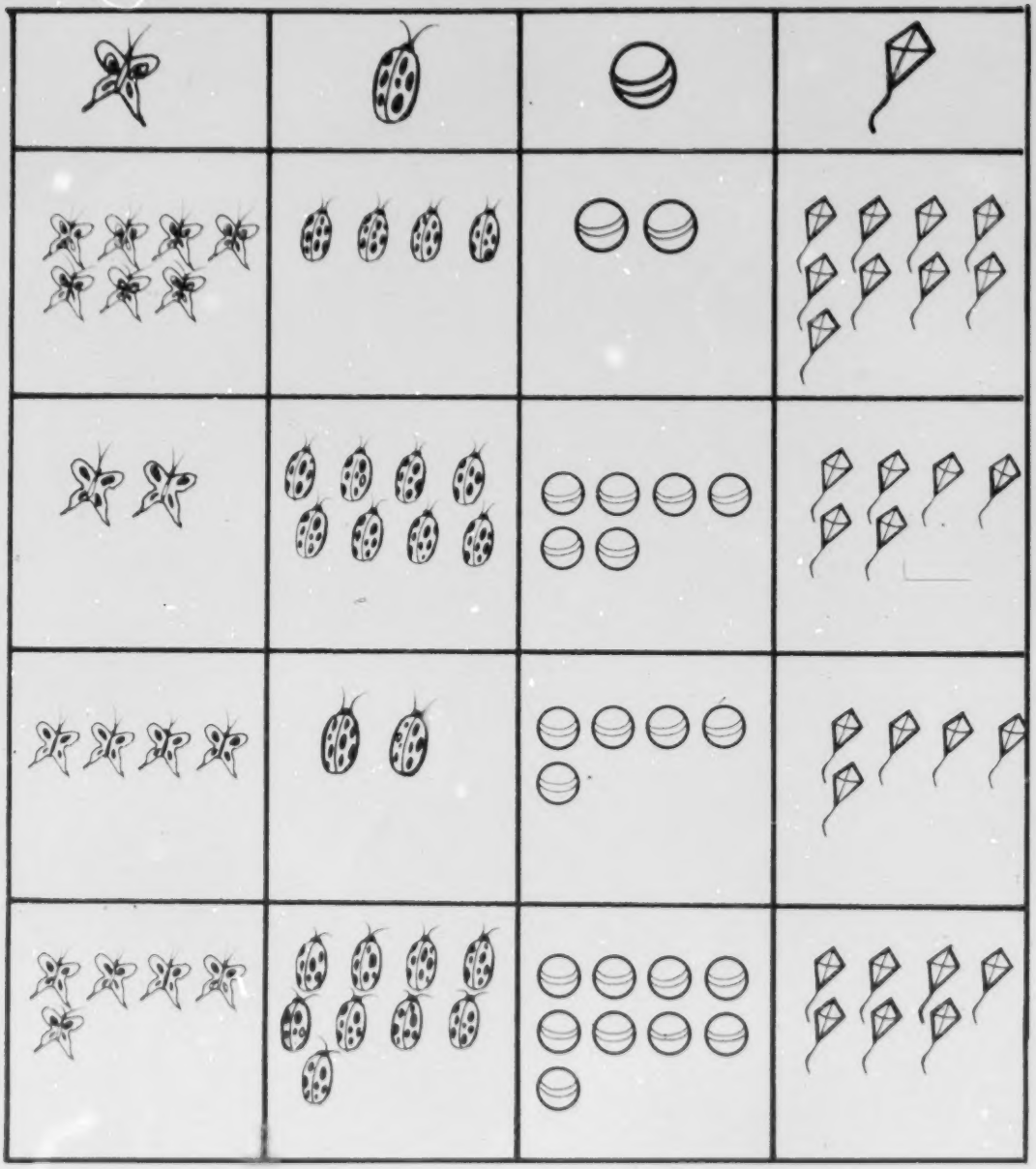

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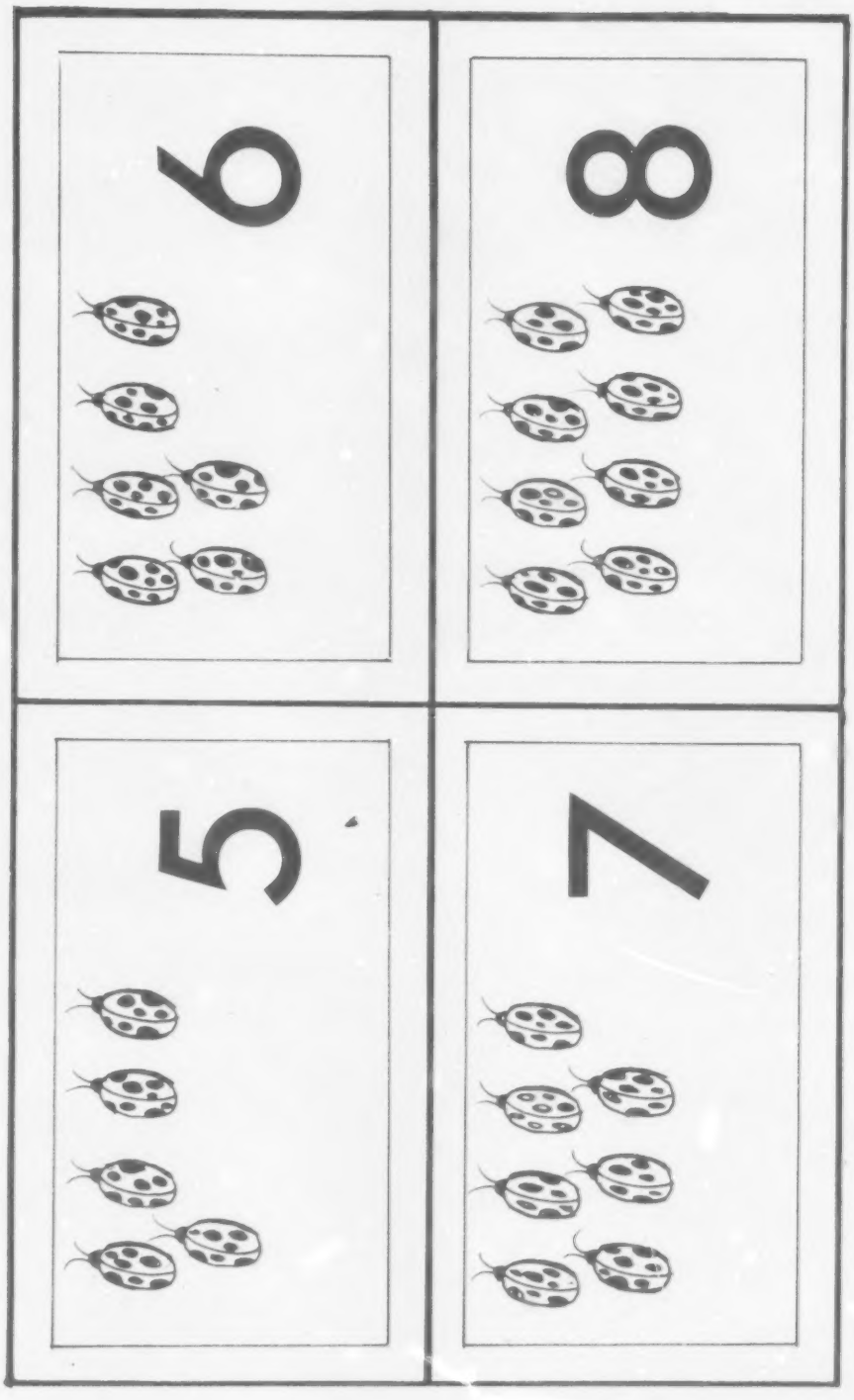

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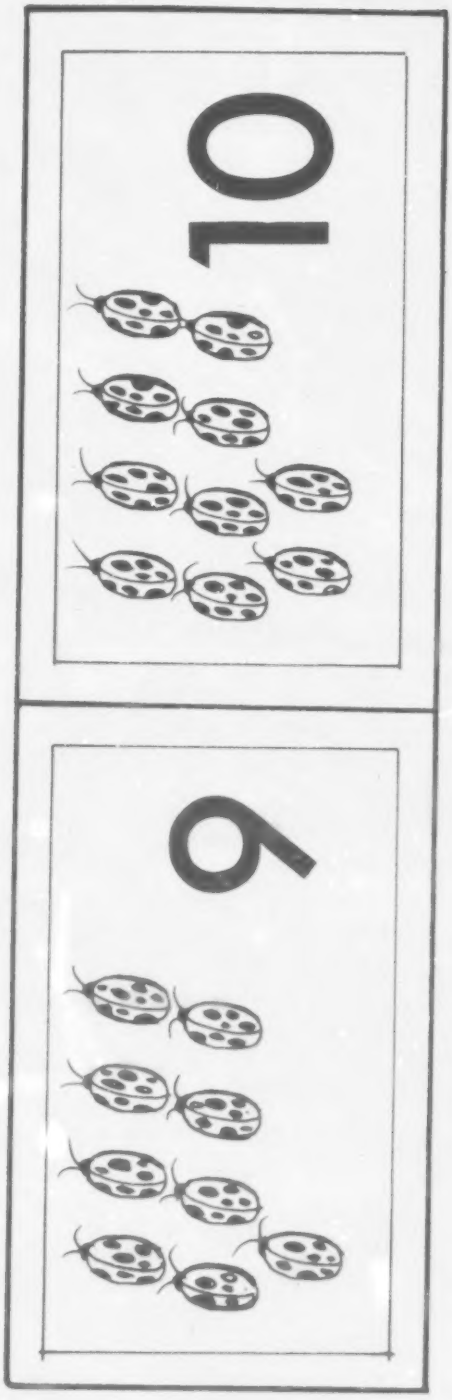

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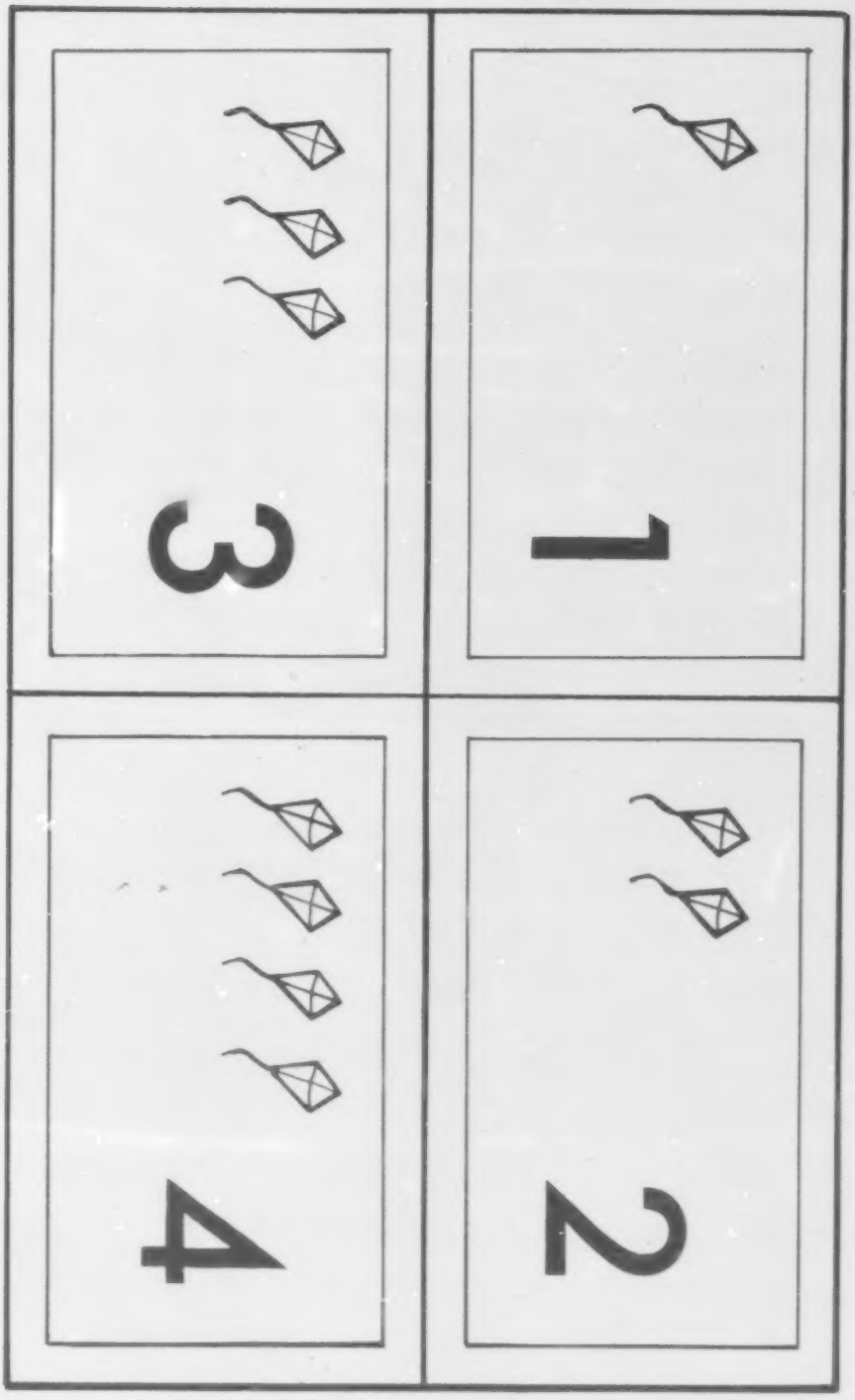

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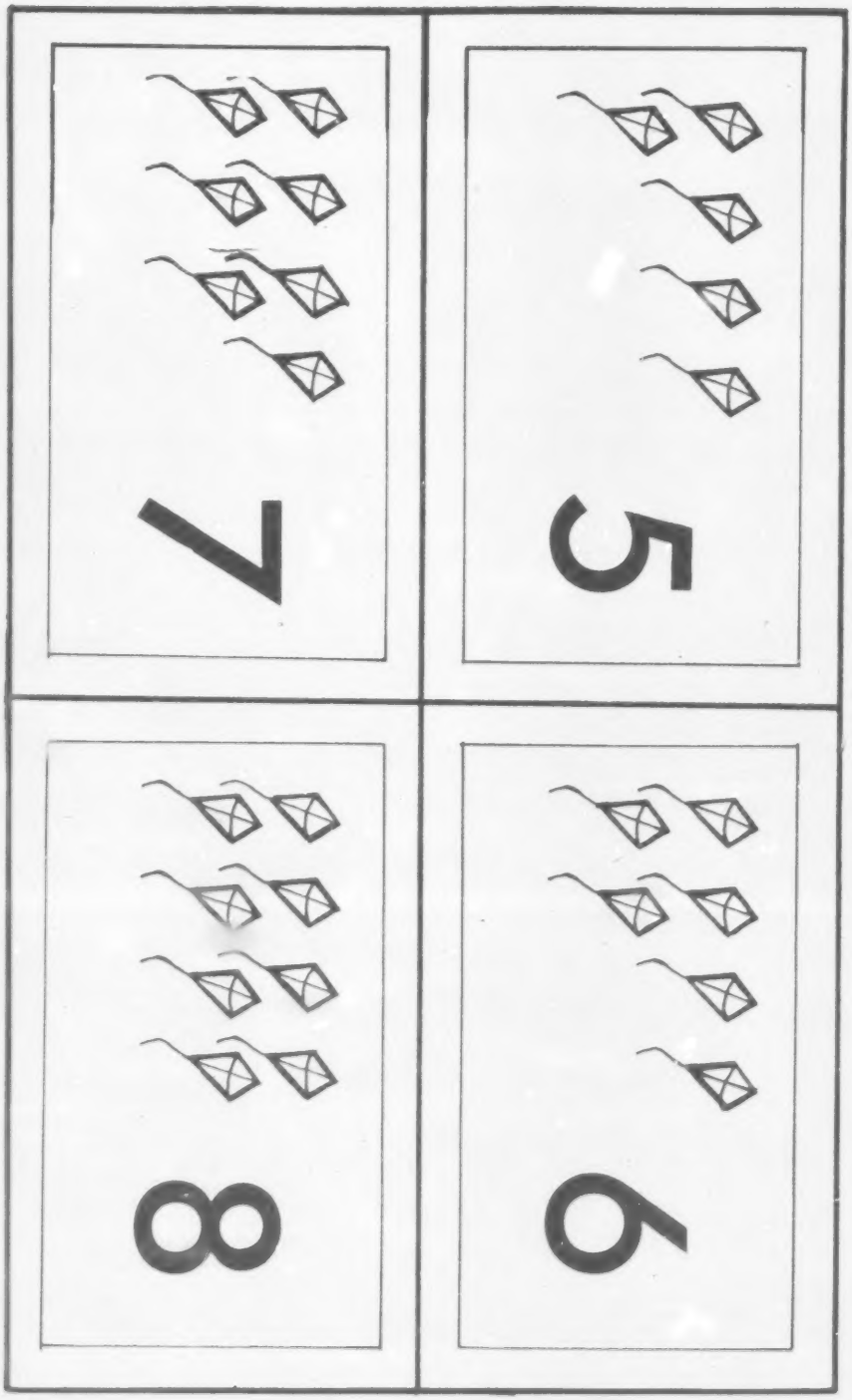

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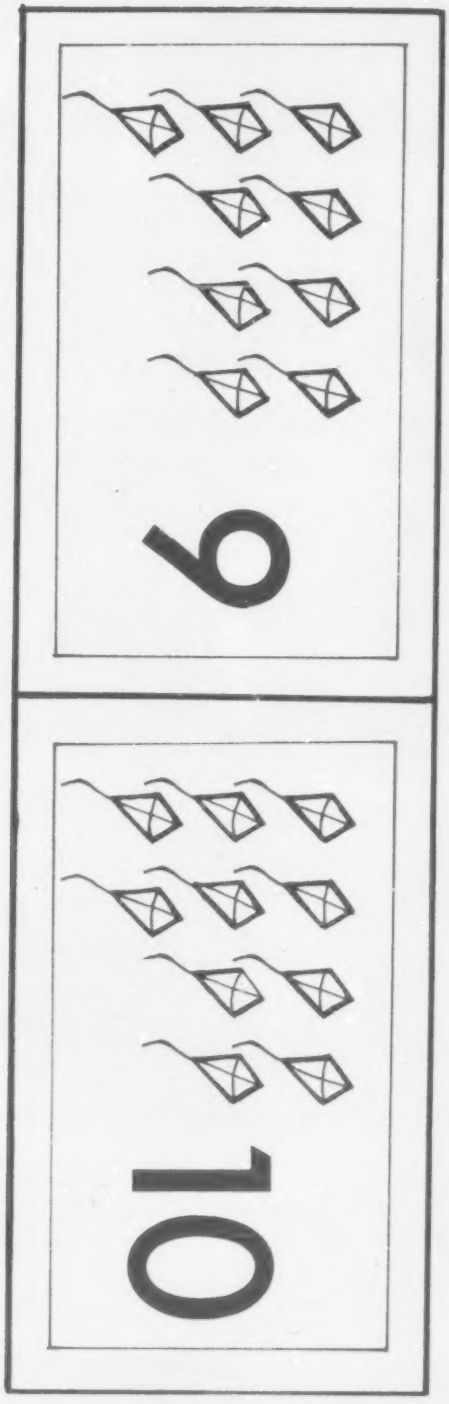

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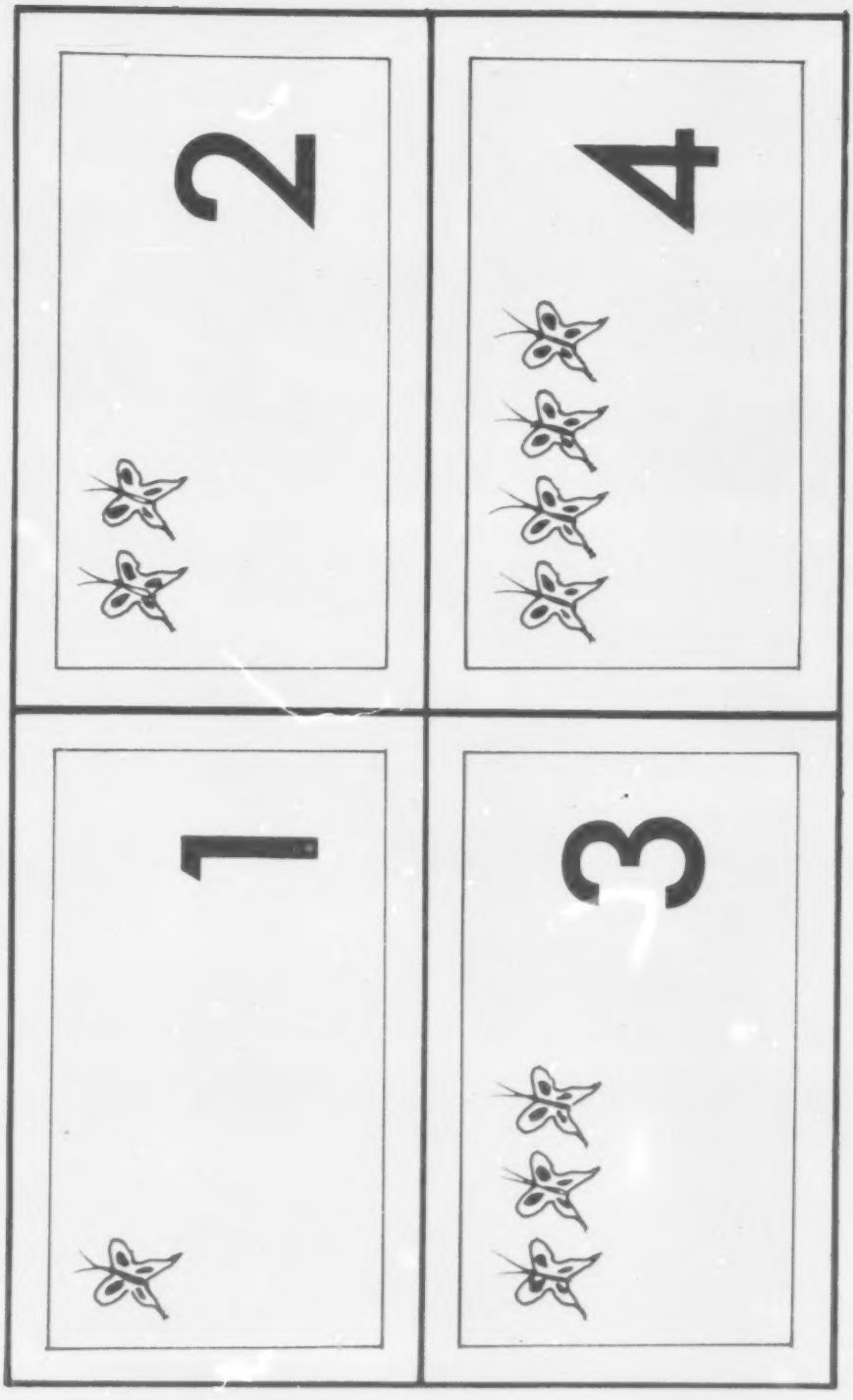

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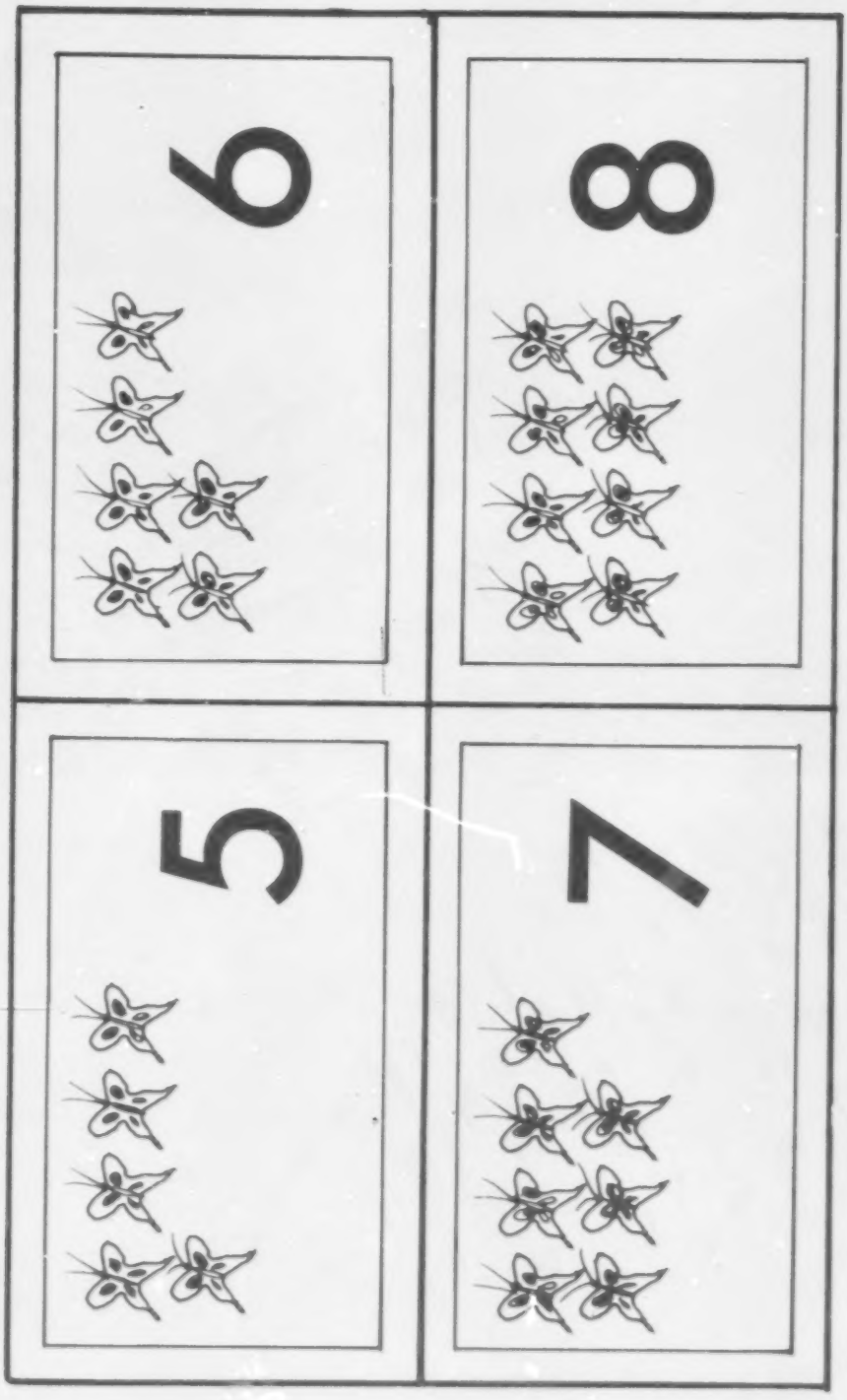

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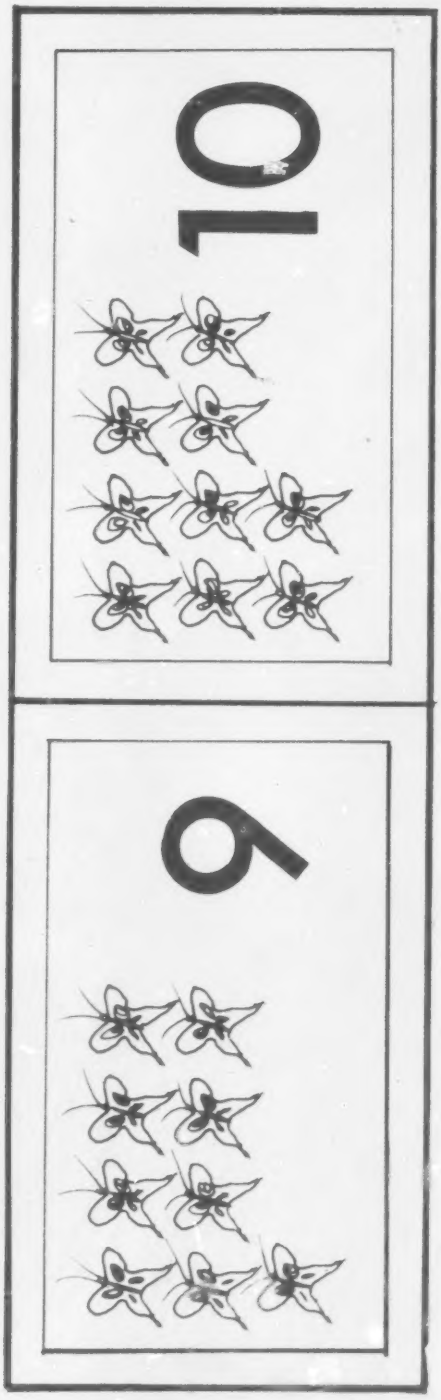

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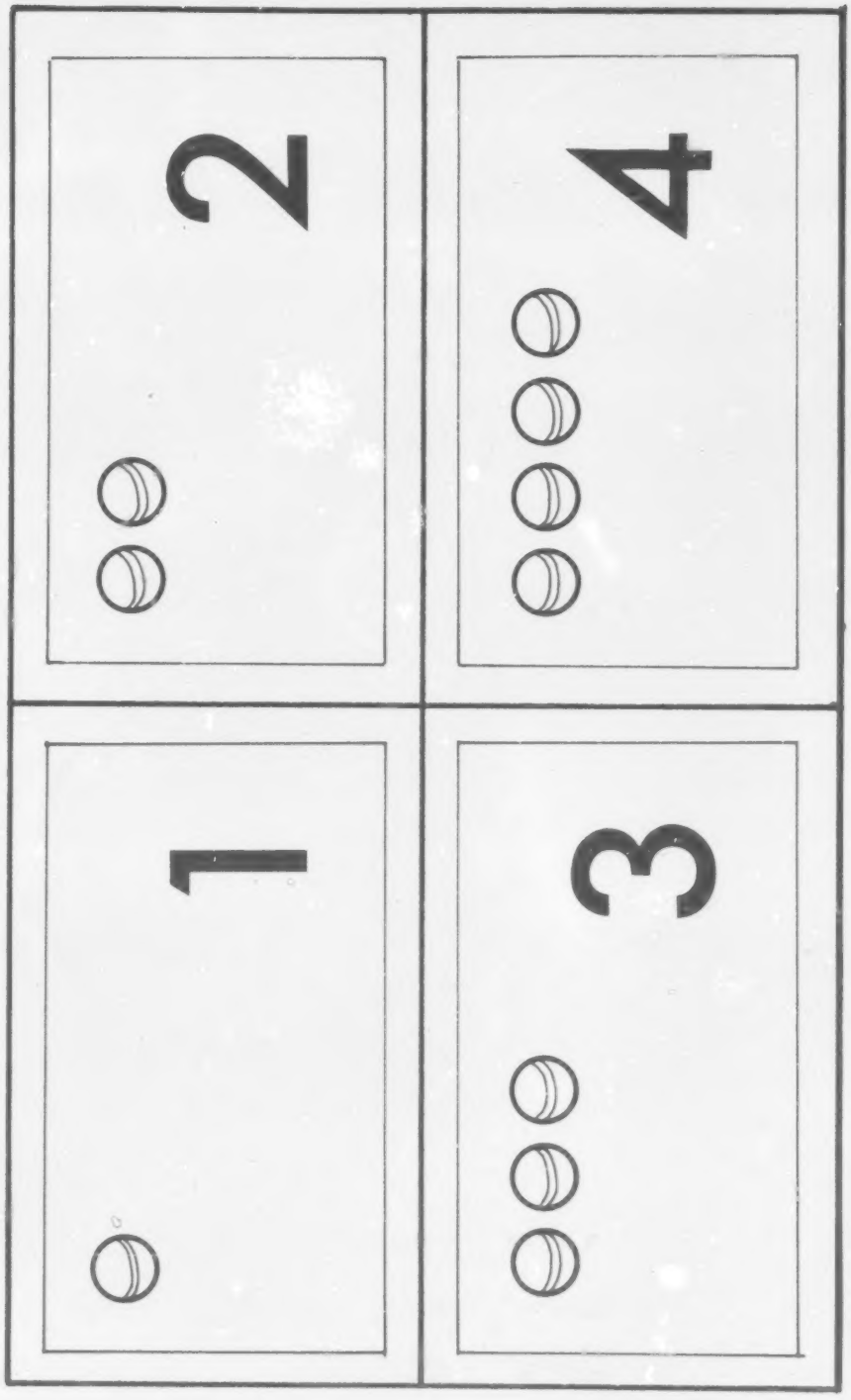

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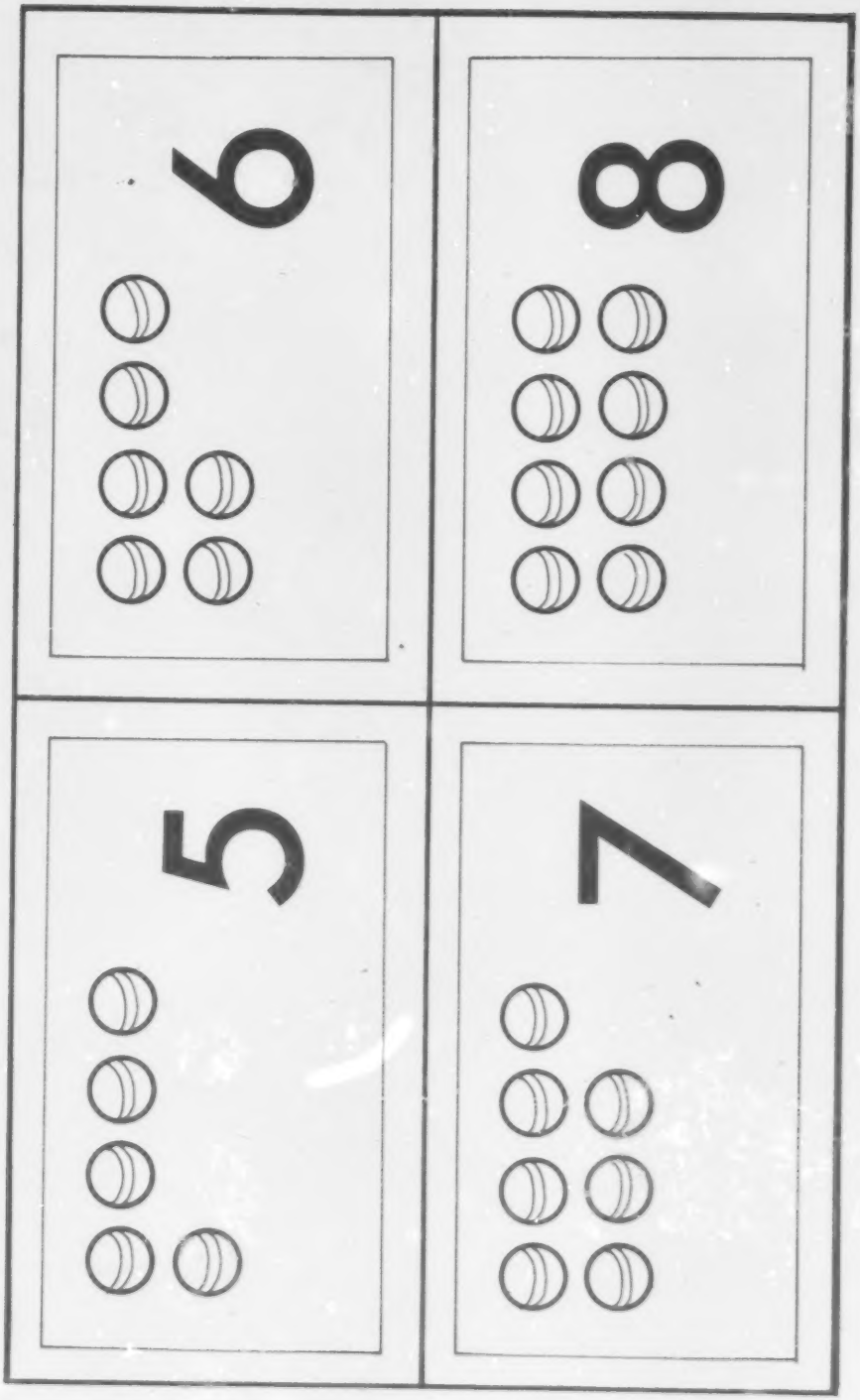

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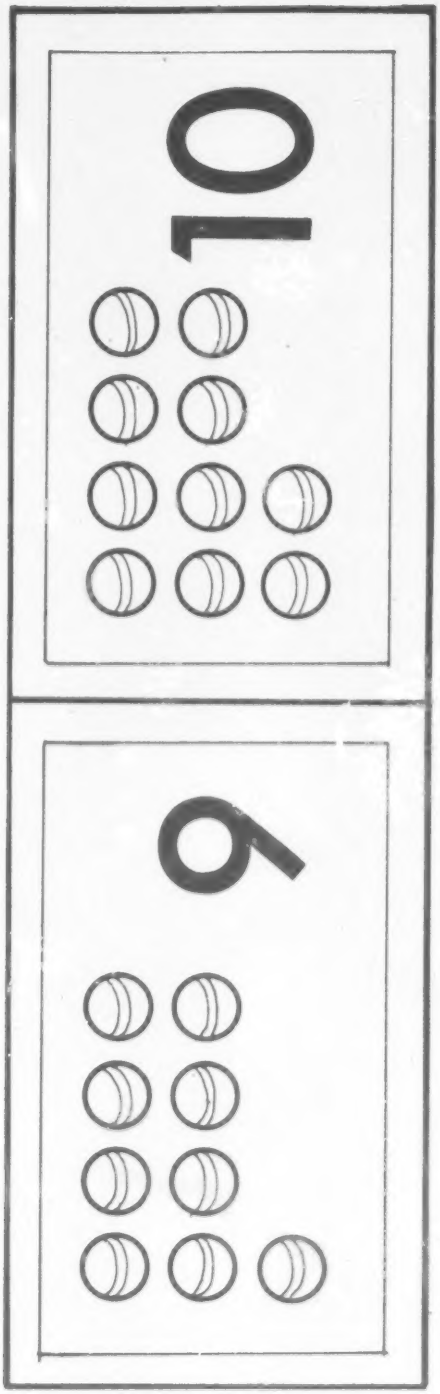


NUMBERS AND WORDS IN THE WORLD AROUND ME

Lesson Four

Concept

Reading, writing, and numbering skills are necessary for the use of common objects.

Performance Objective

Given pictures of common objects related to reading, writing and numbering skills, the learner will identify the particular skill or knowledge required to use each object.

Lesson Time

45 minutes

Prerequisite Knowledge

Skills: reading, writing and numbering

Familiarity with common objects and materials: calendar, clock, yardstick, traffic sign, telephone, letter, book, cash register, pad of paper, pencil, typewriter.

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Skiddles worksheets	Crayons
Skiddles Poster Patterns	
Skiddles Script	
Assessment item for Lesscn 4	

INSTRUCTOR PREPARATION TASKS

Reproduce one copy of *Skiddles Poster Patterns* for instructor use. Cut out the object on poster board, color it, and add enough detail to allow immediate recognition.

Display poster board *Skiddle* objects on a display rack or display table.

Reproduce the following items for each learner:

1. *Skiddle* worksheet
2. Assessment item for Lesson 4

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our last lesson you learned three of the basic skills which you are developing at school. Who can tell me what these are?

Desired response: Reading, writing, and using numbers

Today you are going to learn some ways you will be able to use these skills in school and out of school.

On the display table you can see objects that are familiar to you. These are items used by people every day. There are certain skills that you need to have to be able to use each of them. It is important that you know what skills are required in order for you to be able to use each of them.

TASKS

Hold up each object on the display table and ask the learners to name the object.

I am going to tell you a short story about one of the items on our table without telling you its name. See if you can identify the object I am talking about. If you think you know what the object is, raise your hand and I will ask you to go to the table and hold up that item.

The instructor reads the riddles, "Skiddles," calling upon one learner at a time to identify the correct object on the display table, and name the skill necessary to use the object.

SUMMARY

Distribute the "Skiddles" worksheets to the learners.

Here are pictures of each of the objects we have talked about today. You can color these at your desks. As you color the objects, see if you can remember the skill you will need to learn in order for you to be able to use it. At the top of each page you can see three pictures of our signposts. What does the first one represent?

Desired response: Reading

What about the middle one?

Desired response: Writing

What does the last signpost represent?

Desired response: Numbering

Before you color each page, circle the skill sign at the top which represents the reading, writing, or numbering skill necessary to use the object on the page.

In the next lesson you will learn some of the activities and games in which you can use reading, writing, and numbering skills in the classroom.

SUPPLEMENTAL ACTIVITY

Learners cut out and color the skiddle objects - glue on popsicle sticks. The instructor repeats the riddles "Skiddles Script". Each child holds up the correct object. Or, the instructor says, "What object requires a reading skill? Writing skill? Number skill?" The learner holds up an object which requires the particular skill mentioned.

Assessment Procedures

DESCRIPTION

The instructor will read the directions and the learners will respond by circling the number closest to one of the following pictures:

1. Pencil
2. Puzzle
3. Stop sign

DIRECTIONS

The instructor reads the following: "Here are pictures of objects that you see around you at home and at school. Circle the number closest to the picture which shows an object that requires a reading skill." Assistance with picture interpretation may be given by the instructor.

KEY

Picture of a stop sign

Name_____

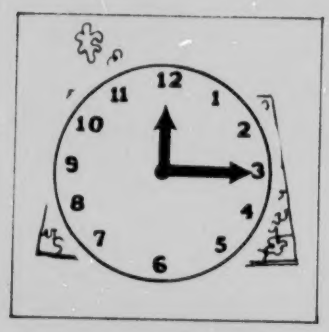
Date_____

Lesson 4

ASSESSMENT ITEM

1

2



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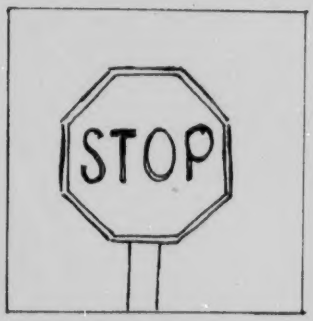
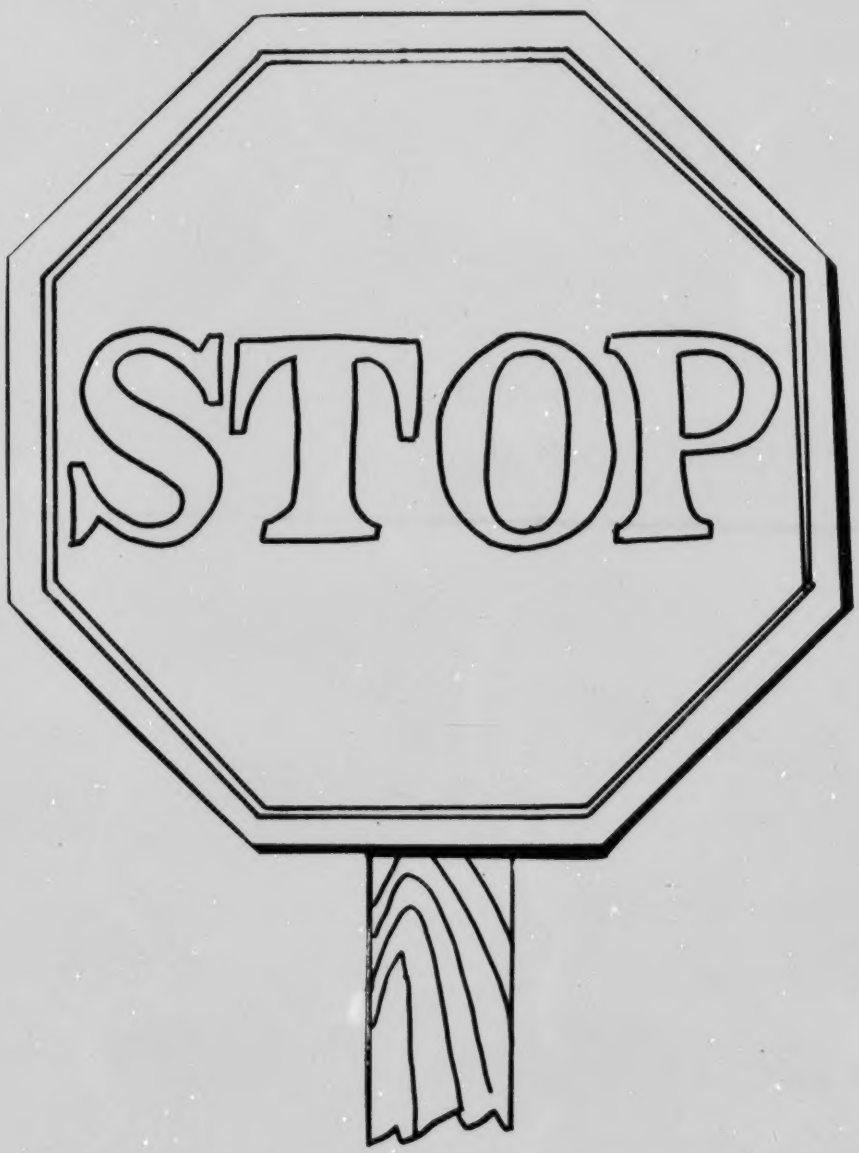


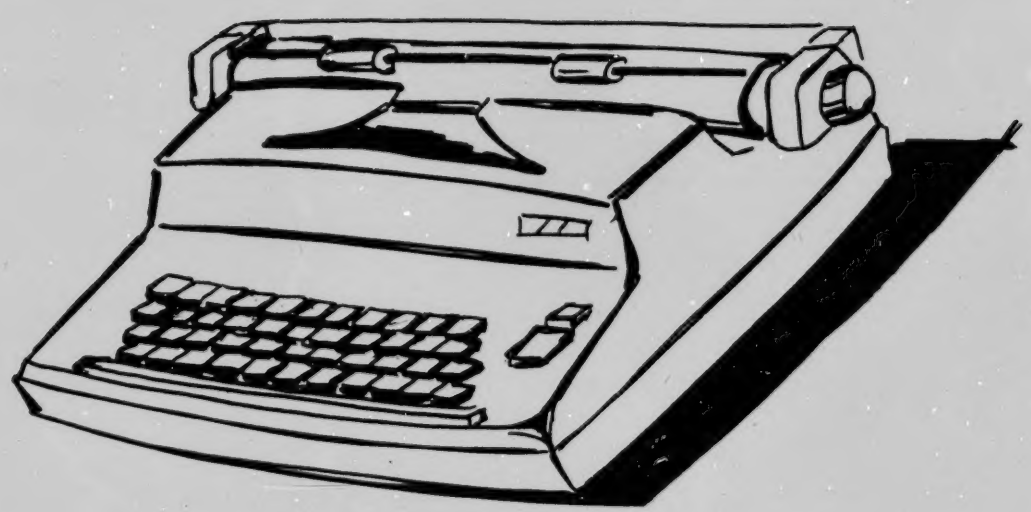


I COME IN MANY COLORS. I STAND BESIDE THE STREETS. PEOPLE DRIVING OR WALKING MUST KNOW MY SAFETY WORD. WHO AM I?

DESIRED RESPONSE: STOP SIGN

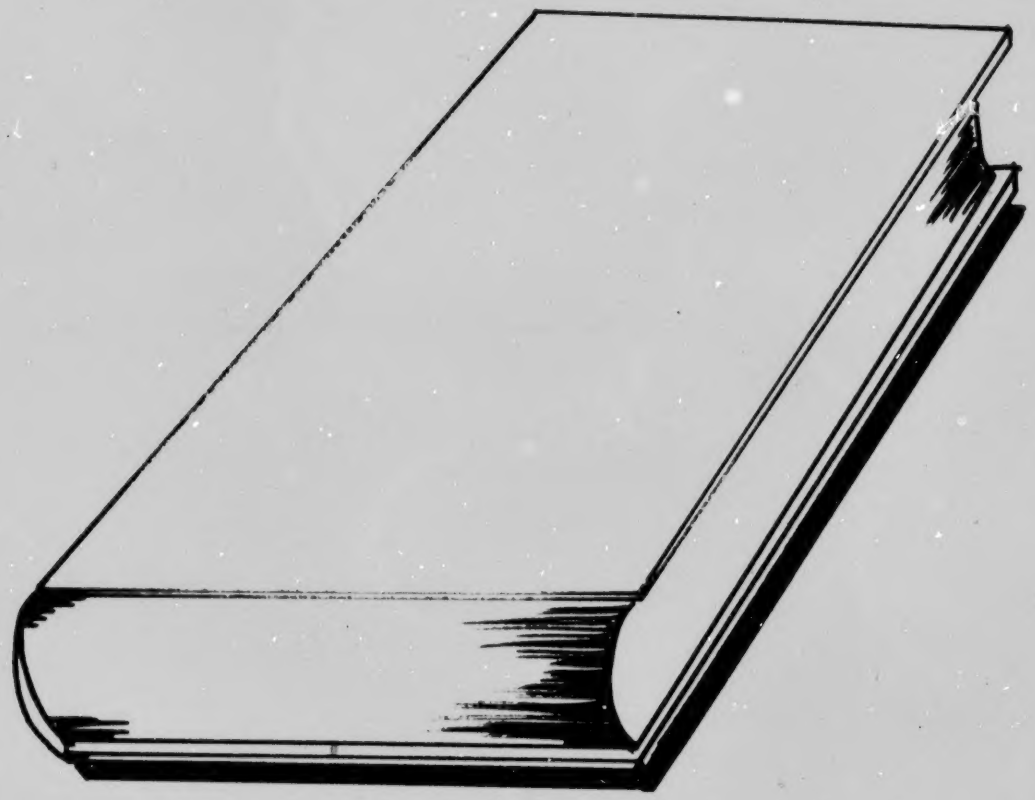
I AM FOUND ON A DESK OR A WALL. I REMIND YOU ABOUT SPECIAL EVENTS, SUCH AS BIRTHDAYS, VALENTINE'S DAY, HALLOWEEN, AND CHRISTMAS. I HAVE A NEW PAGE FOR EACH MONTH. I HAVE BOTH NUMBERS AND WORDS. WHO AM I?

DESIRED RESPONSE: CALENDAR (NUMBER, READING SKILL)



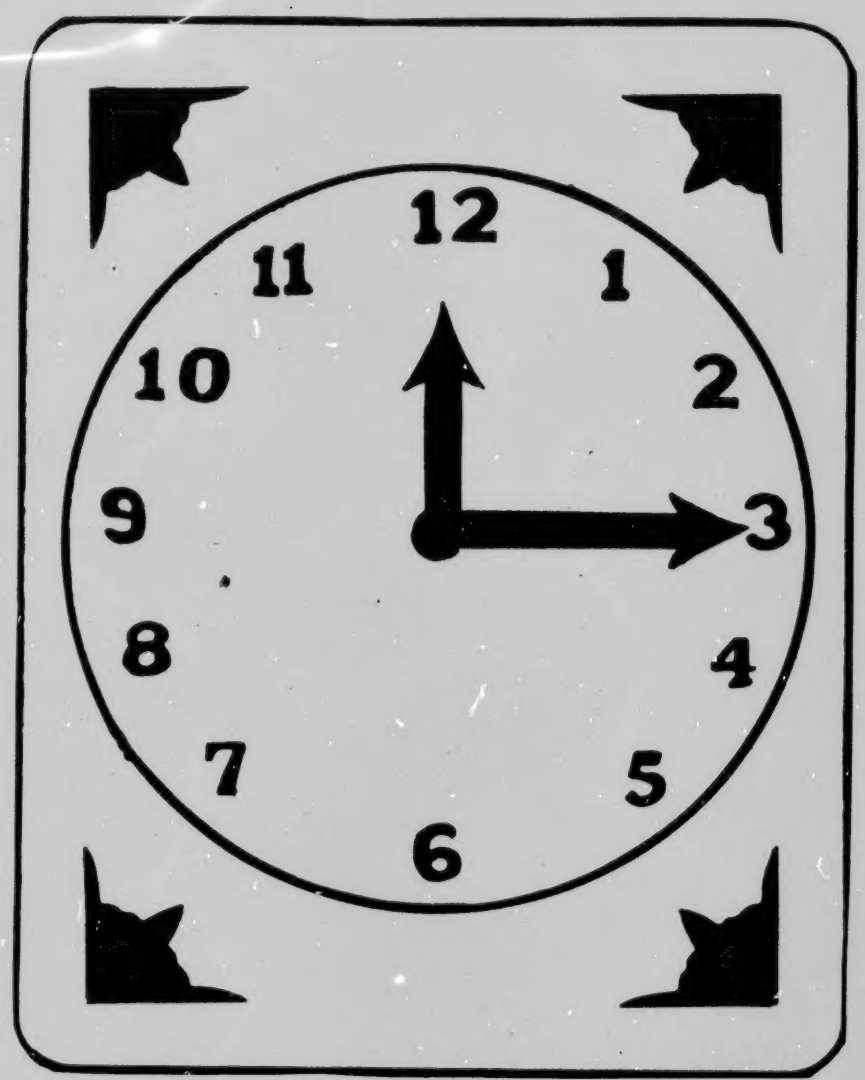
I HAVE LITTLE BUTTONS CALLED KEYS. YOU WILL USE YOUR FINGERS ON MY KEYS TO HELP ME DO MY JOB. I HAVE A BELL AND MAKE A RAT TAT TAT SOUND AS YOU USE ME. I AM FOUND IN OFFICES AND MANY OTHER PLACES. WHO AM I?

DESIRED RESPONSE: TYPEWRITER (WRITING SKILL)



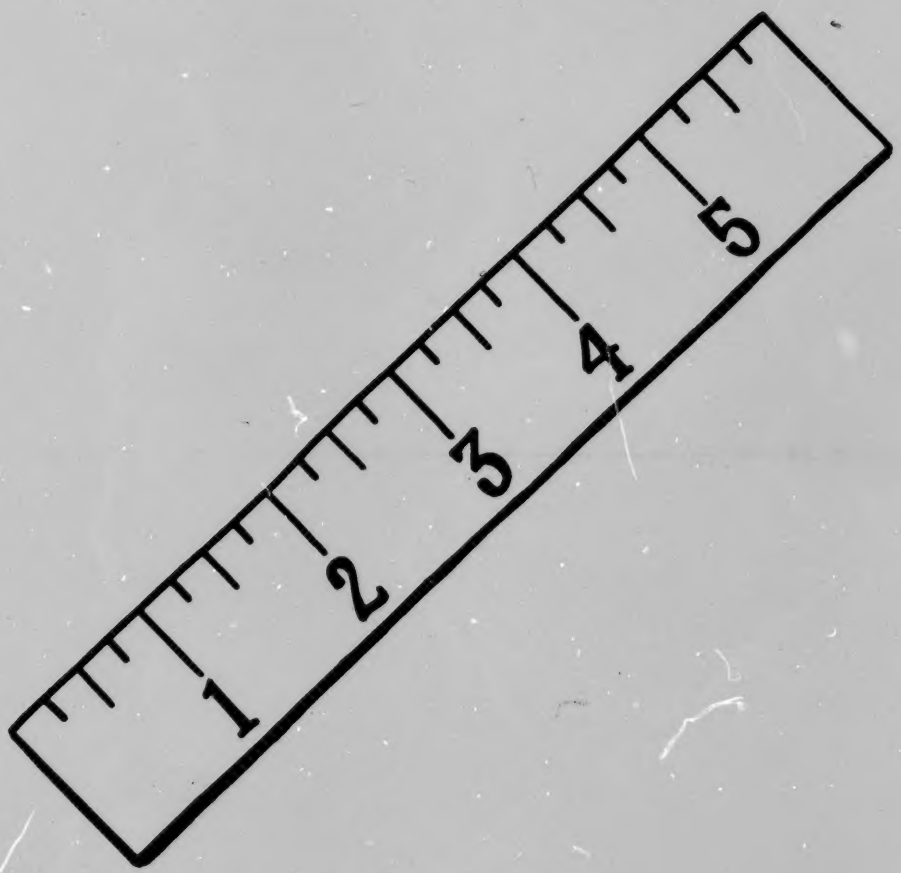
I HAVE A COVER AND PAGES. MY PAGES HAVE WORDS AND SOMETIMES PRETTY PICTURES. WHO AM I?

DESIRED RESPONSE: A BOOK (READING SKILL)



I HAVE A FACE AND HANDS. I HELP YOU KNOW WHEN YOU SHOULD LEAVE FOR SCHOOL OR WORK, GO TO BED, OR WATCH YOUR FAVORITE TV PROGRAM. TO USE ME, YOU MUST KNOW YOUR NUMBERS FROM 1 TO 12. WHO AM I?

DESIRED RESPONSE: A WATCH, CLOCK (NUMBERING SKILL)

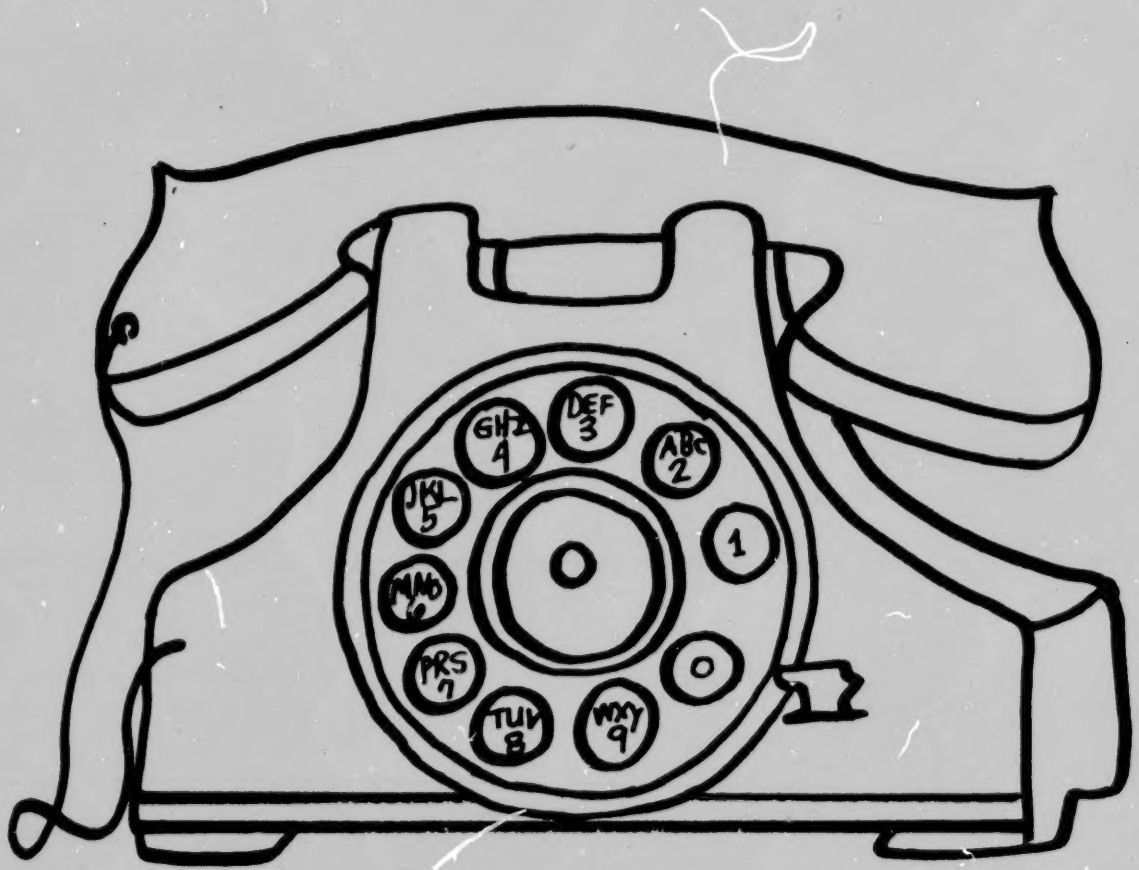


I AM LONG AND FLAT. IF YOU KNOW NUMBERS, YOU CAN USE ME TO FIND OUT HOW TALL YOU ARE. WHO AM I?

DESIRED RESPONSE: RULER, YARDSTICK, TAPE MEASURE
(ALL MEASURING DEVISES ARE ACCEPTABLE ANSWERS.)
(NUMBERING SKILL)

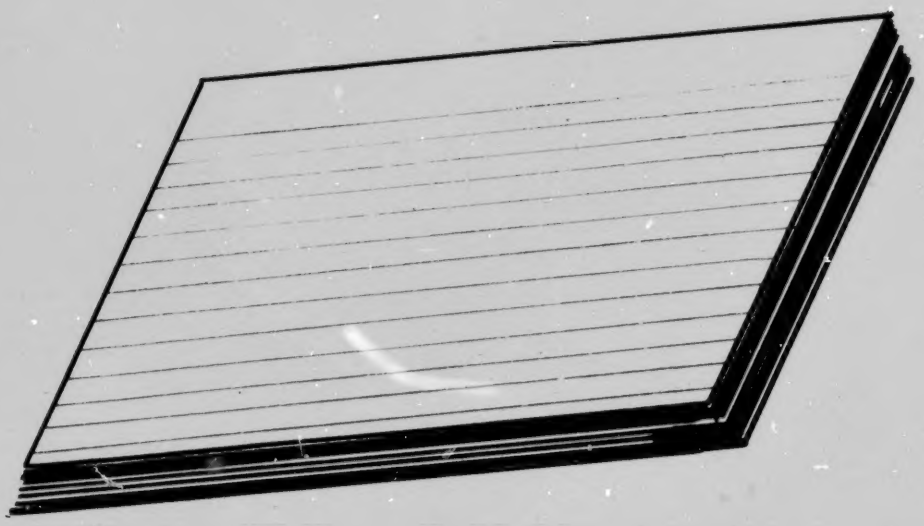
I HAVE BUTTONS YOU PUSH. I MAKE NOISE AND HAVE A DRAWER THAT OPENS. MY DRAWER HOLDS MONEY. WHO AM I?

DESIRED RESPONSE: CASH REGISTER (NUMBER SKILL)



I AM MADE FOR TALKING AND LISTENING. IF YOU USE ME YOU MUST KNOW YOUR NUMBERS. WHO AM I?

DESIRED RESPONSE: TELEPHONE (NUMBERING SKILL)

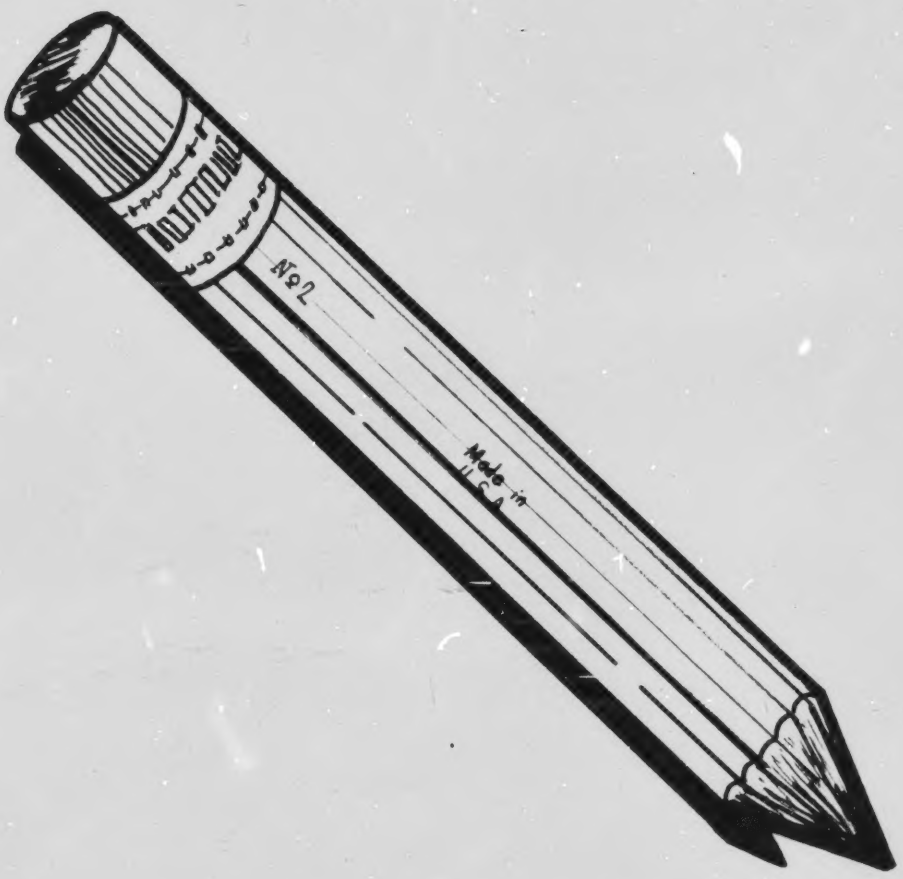


I AM USUALLY WHITE IN COLOR, BUT CAN BE MANY OTHER COLORS TOO. PENCILS OR CRAYONS ARE MY FRIENDS. THE NICEST THING YOU CAN DO FOR ME IS TO WRITE BETWEEN MY LINES. WHO AM I?

DESIRED RESPONSE: WRITING PAPER (WRITING SKILL)

I AM A WAY OF TALKING ON PAPER. YOU MAY SEND ME OR FIND ME IN A MAIL BOX. IF YOU SEND ME YOU MUST WRITE CAREFULLY AND USE A STAMP. WHO AM I?

DESIRED RESPONSE: A LETTER (WRITING, READING, AND NUMBER SKILLS)



YOU HOLD ME IN YOUR HAND TO USE ME. I AM USED AT SCHOOL AND AT HOME. I CAN MAKE LETTERS, PICTURES, AND NUMBERS. WHO AM I?

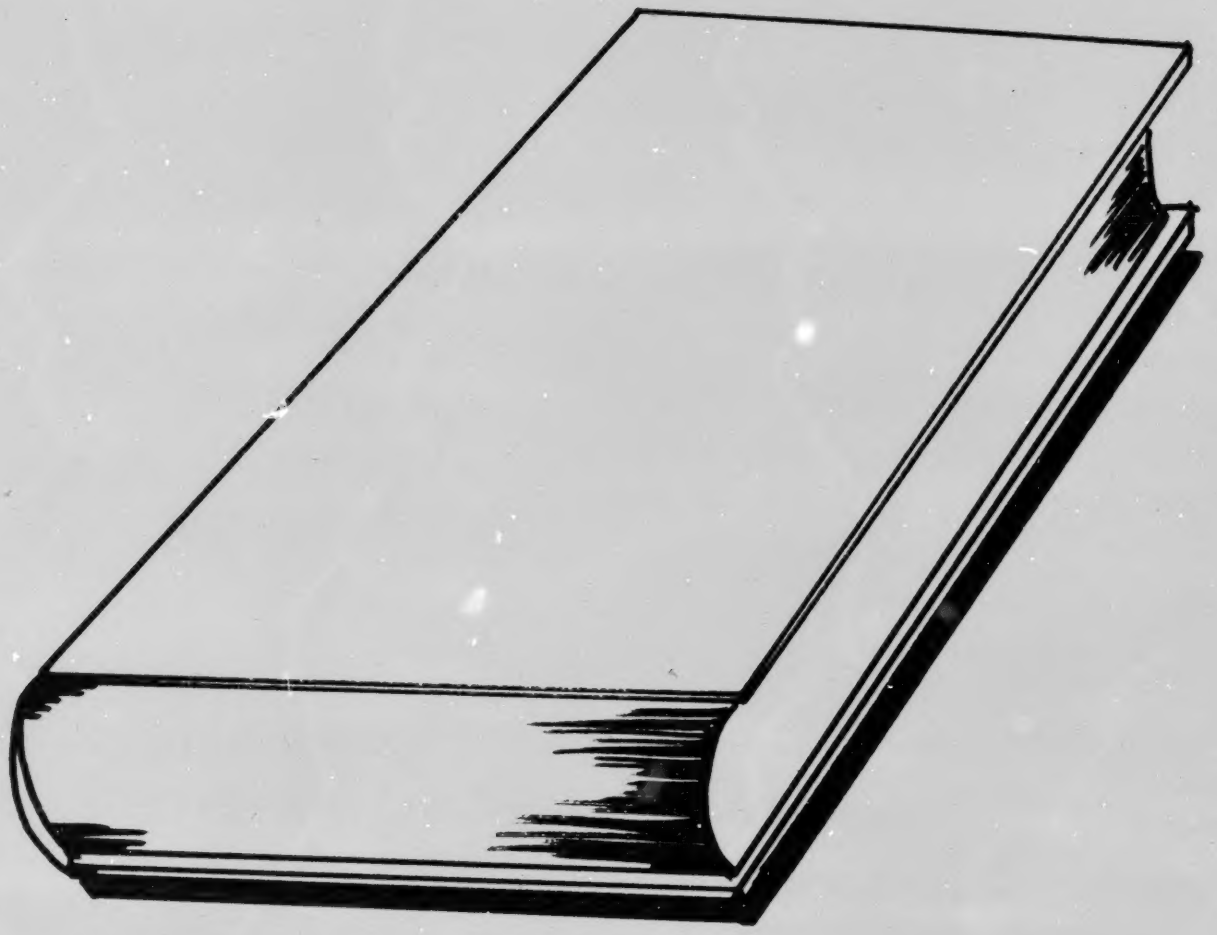
DESIRED RESPONSE: PENCIL (WRITING SKILL)

SKIDDLE POSTER PATTERN

DIRECTIONS

Reproduce one on poster board (heavy material) to display on a table or bulletin board. Add detail and color to allow immediate recognition of the object. Cut out the object. Add standards on back when displayed on a table.

SKIDDLE POSTER PATTERN



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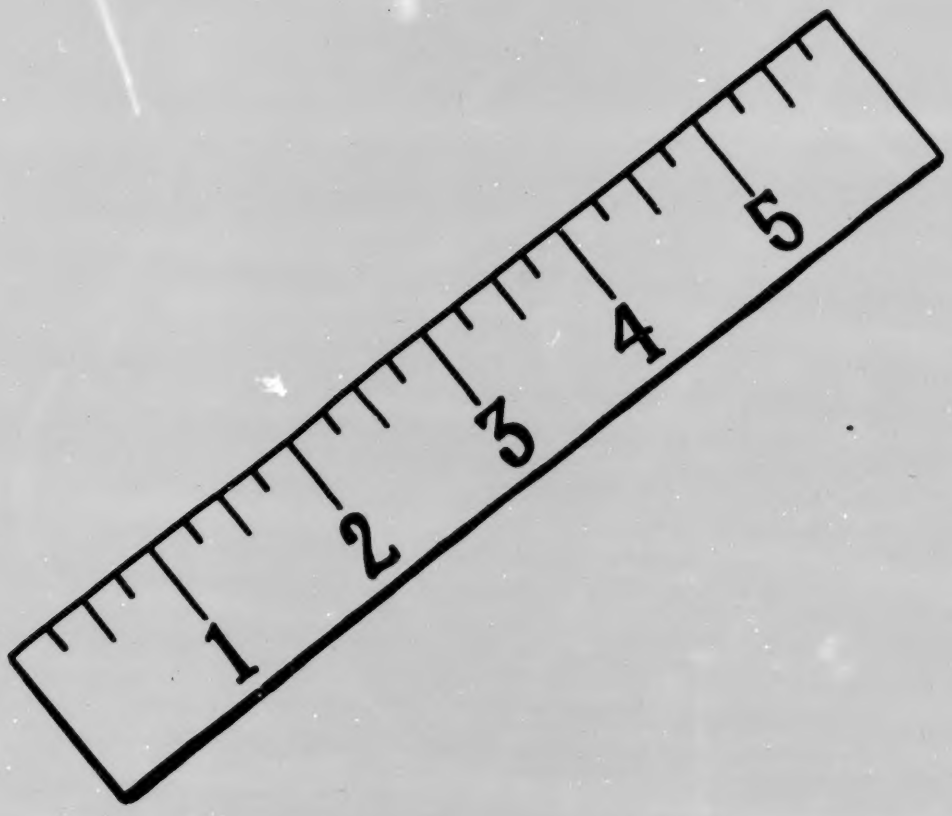
SKIDDLE POSTER PATTERN



DIRECTIONS

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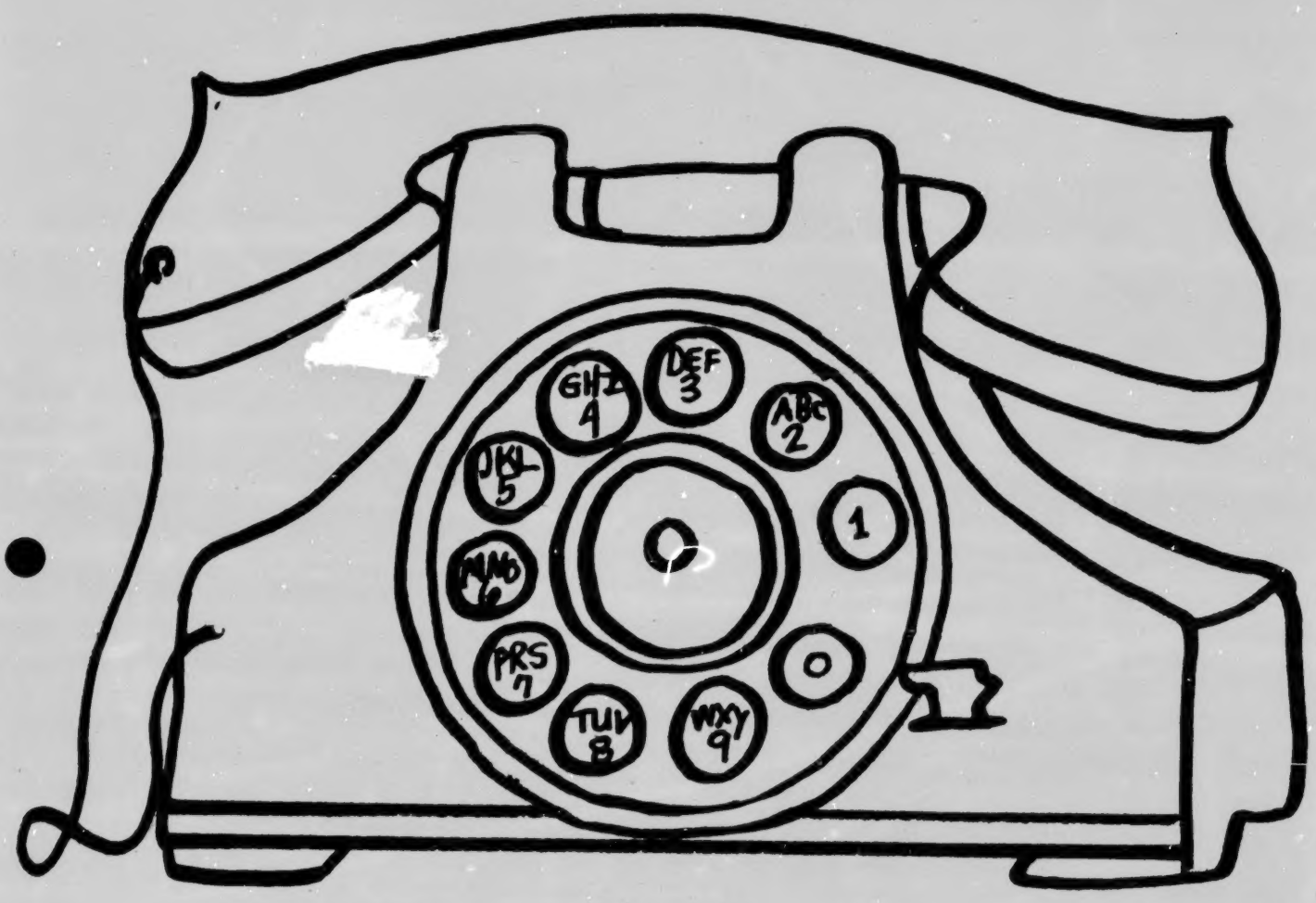

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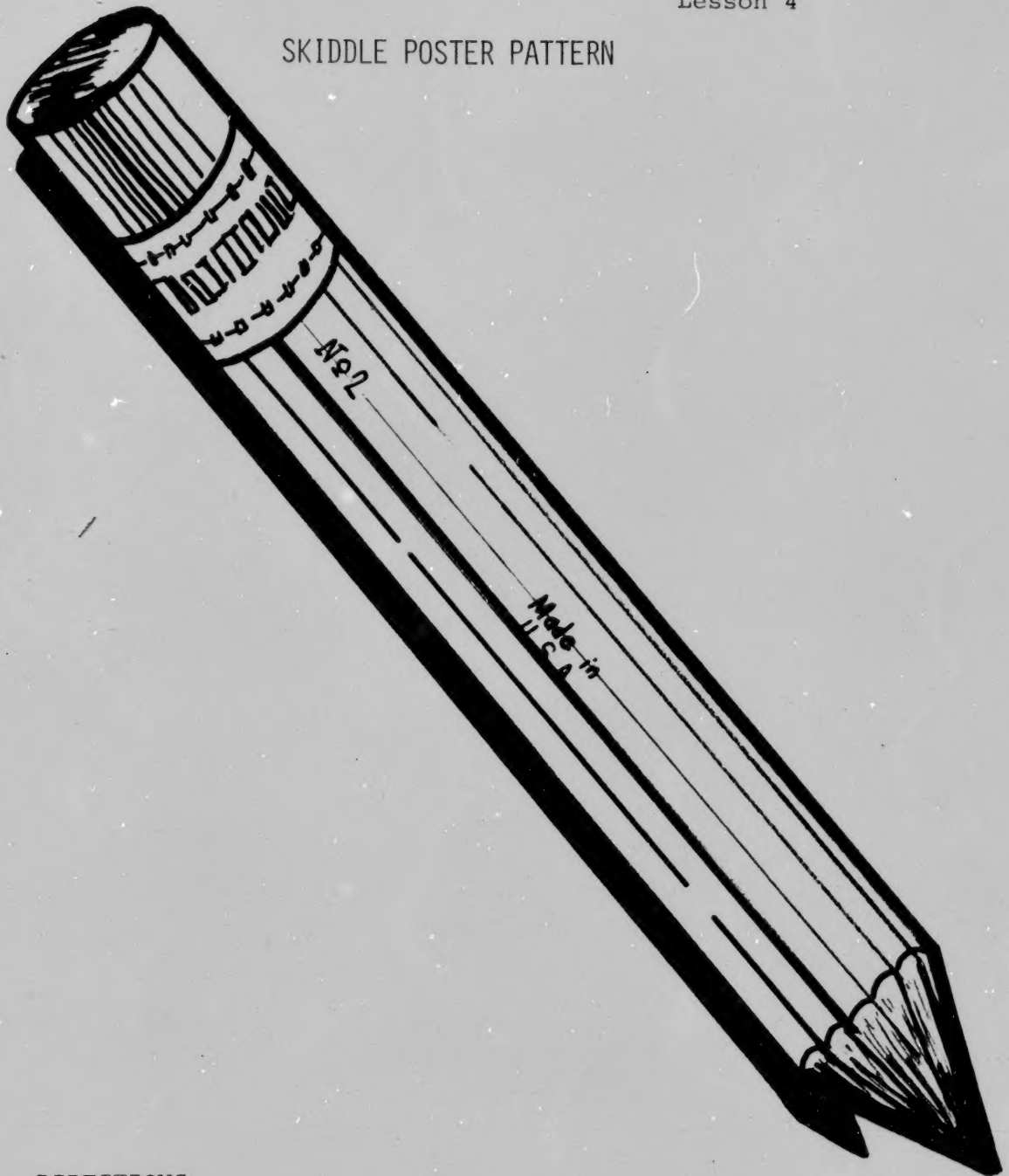

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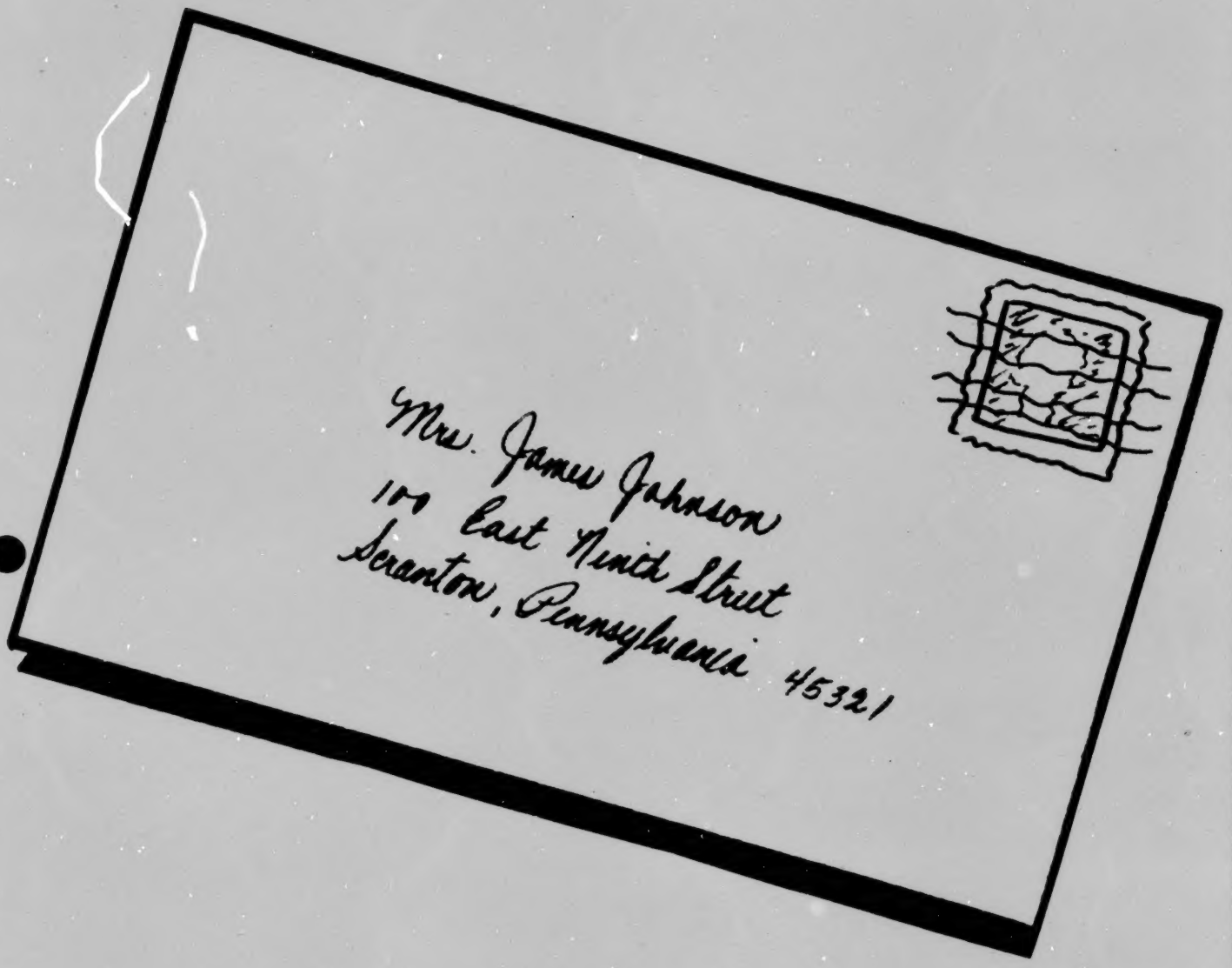

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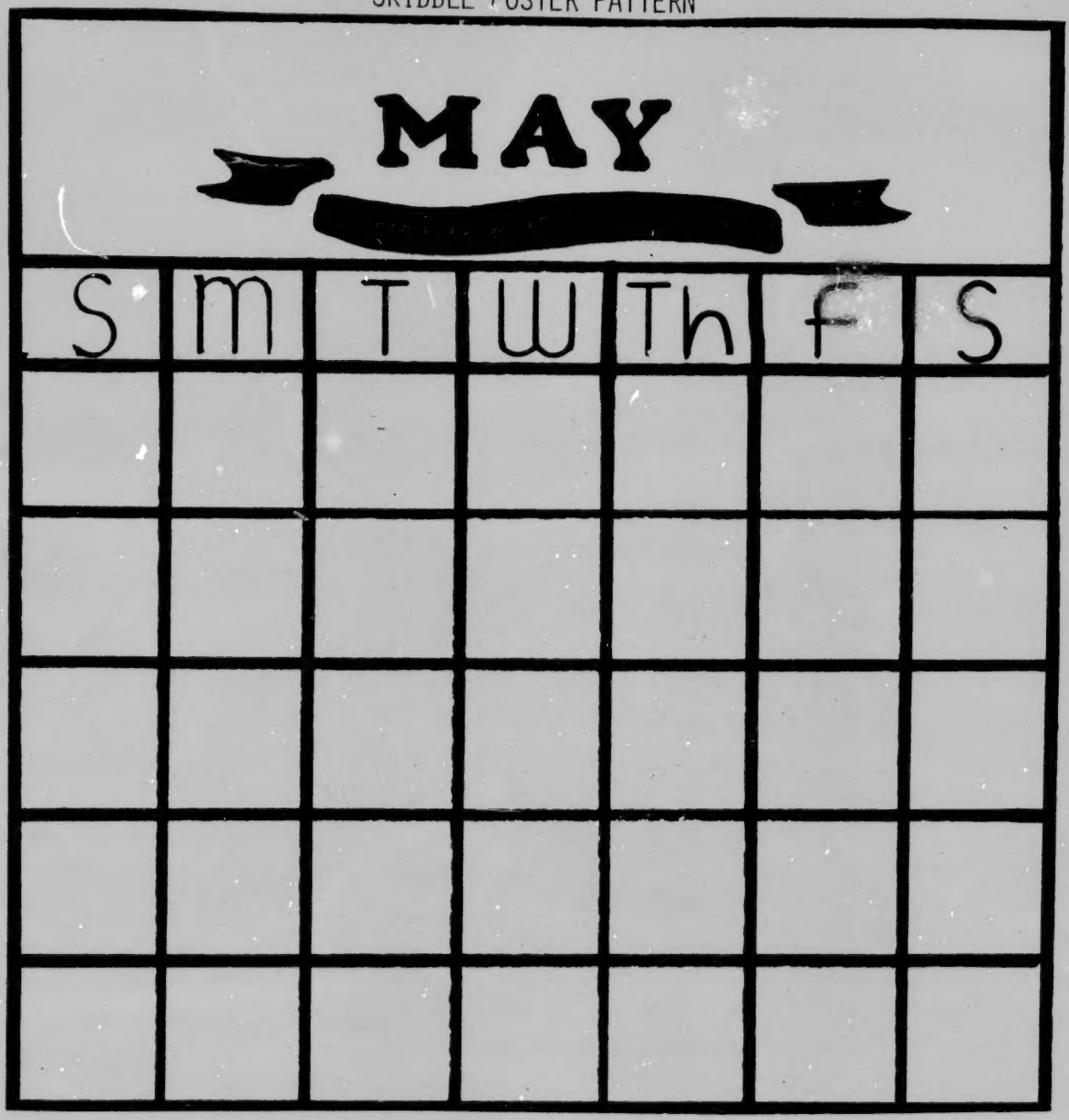
SKIDDLE POSTER PATTERN



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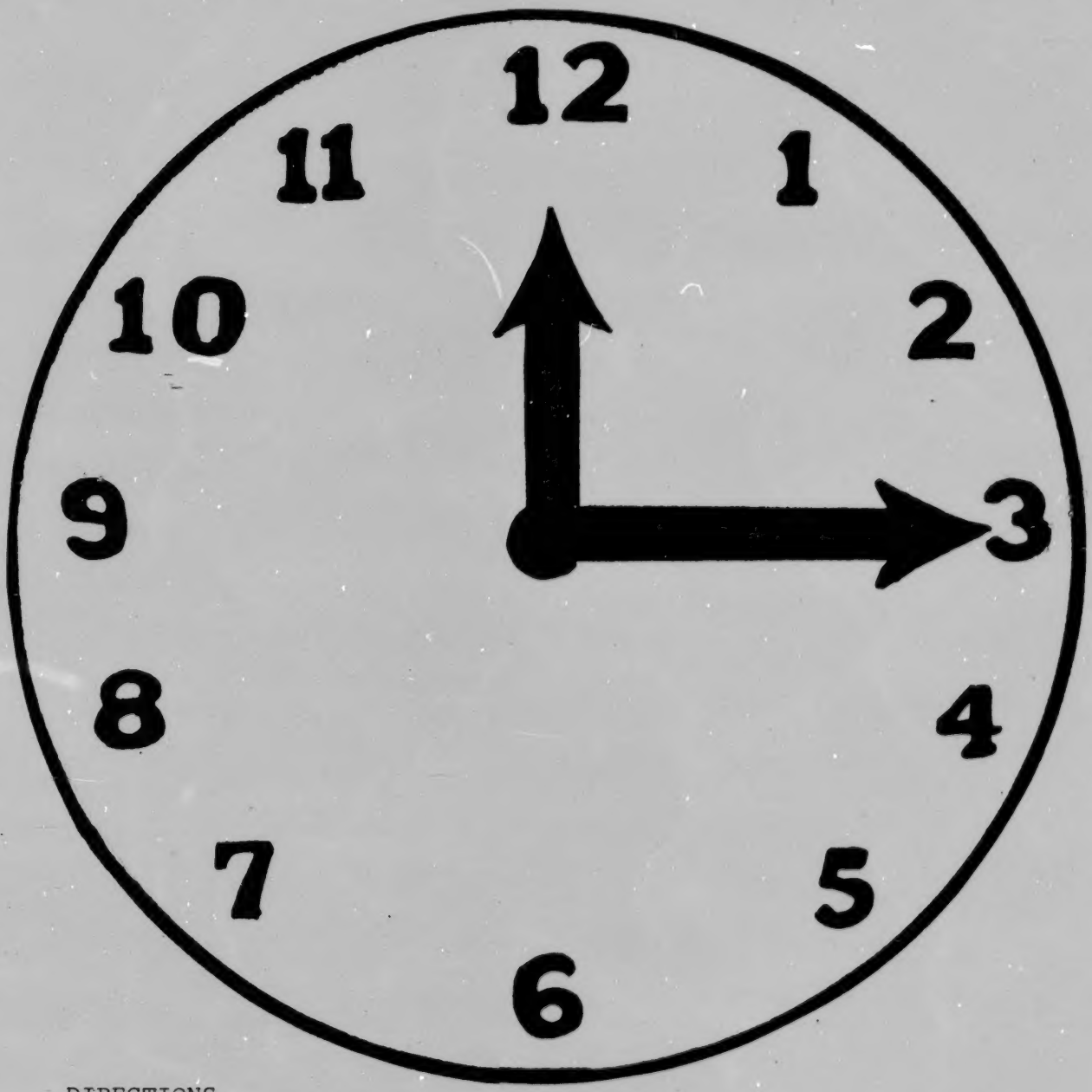

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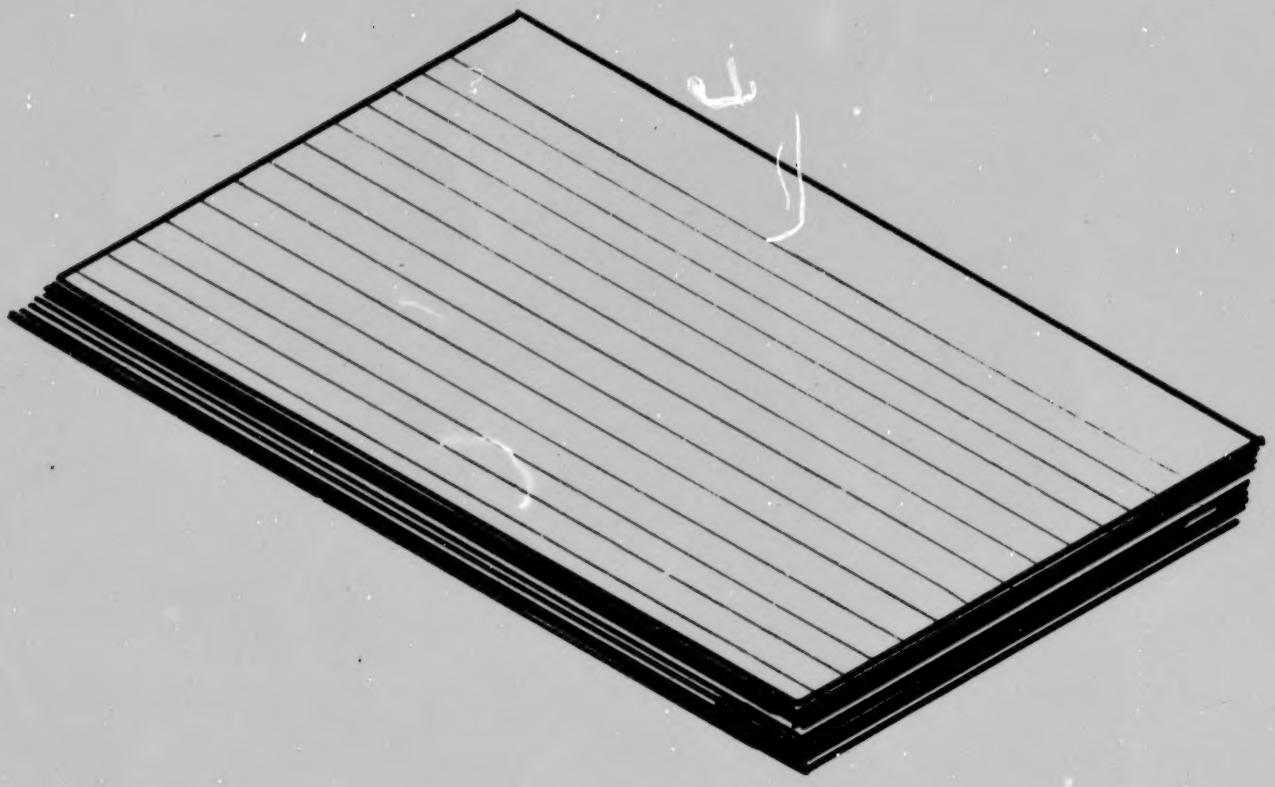
SKIDDLE POSTER PATTERN



DIRECTIONS

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SKIDDLES SCRIPT

SKILL RIDDLES

1. I come in many colors. I stand beside the streets. People driving or walking must know my safety word. Who am I?

   Desired response: Street sign, traffic sign (reading skill)

2. I am found on a desk or a wall. I remind you about special events, such as birthdays, Valentine's Day, Halloween, and Christmas. I have a new page for each month. I have both numbers and words. Who am I?

   Desired response: Calendar (reading and numbering skills)

3. I have little buttons called keys. You will use your fingers on my keys to help me do my job. I have a bell and make a rat tat tat sound as you use me. I am found in offices and many other places. Who am I?

   Desired response: Typewriter (writing skill)

4. I have a cover and pages. My pages have words and sometimes pretty pictures. Who am I?

   Desired response: A book (reading skill)

5. I have a face and hands. I help you know when you should leave for school or work, go to bed, or watch your favorite TV program. To use me, you must know your numbers from 1 to 12. Who am I?

   Desired response: A watch, clock (numbering skill)

6. I am long and flat. If you know numbers, you can use me to find out how tall you are. Who am I?

   Desired response: Ruler, yardstick, tape measure; all measuring devises are acceptable answers (numbering skill)

7. I have buttons you push. I make noise and have a drawer that opens. My drawer holds money. Who am I?

   Desired response: Cash register (number skill)

8. I am made for talking and listening. If you use me you must know your numbers. Who am I?

   Desired response: Telephone (numbering skill)

9. I am usually white in color, but can be many other colors too. Pencils or crayons are my friends. The nicest thing you can do for me is to write between my lines. Who am I?

   Desired response: Writing paper (writing skill)

10. I am a way of talking on paper. You may send me or find me in a mail box. If you send me you must write carefully and use a stamp. Who am I?

    Desired response: A letter (writing, reading and numbering skills)

11. You hold me in your hand to use me. I am used at school and at home. I can make letters. pictures, and numbers. Who am I?

    Desired response: Pencil (writing skill)

I USE SKILLS IN THE CLASSROOM

LESSON FIVE

CONCEPT

Reading, writing, and numbering skills are used every day in the classroom.

PERFORMANCE OBJECTIVE

The learner will name at least one school task he can perform which utilizes a reading skill.

The learner will name at least one school task he can perform which utilizes a writing skill.

The learner will name at least one school task he can perform which utilizes a numbering skill.

LESSON TIME

45 minutes

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Reading Fun worksheet *Writing Fun* worksheet *Numbering Fun* worksheet Assessment item for Lesson 5 *Instructor Interview Form*	Skill center arrangement (as in Lesson 1) List of teaching materials in the classroom

Instructor Preparation Tasks

Reproduce the following items for each learner:

1. *Reading Fun* worksheet
   Writing Fun worksheet
   Numbering Fun worksheet

Reproduce one copy of the assessment item for Lesson 5 for instructor use.

~~Make a list of all the games, items, and teaching~~ materials in the classroom which involve reading, writing, and numbering skills for reference by the instructor during the discussion.

Arrange the listed teaching tools, games, activities, and items in areas of the room which are visible to all learners.

Write the names of all the learners on the assessment item.

Learners will be assigned to work in three small groups.

Decide the particular type of grouping desirable in order to assign the learners to a skill center.

Grouping alternatives are random counting off, friend associates, ability, and interest.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the last lesson you discovered many items you will be able to use when you become skillful in reading, writing, and numbering.

Review some of the objects from Lesson 4 - clock, calendar, traffic sign, letter, etc.

Adults use these items everyday. Although you are not able to use some of them yet, there are many ways you use reading, writing, and numbering here in school. Today we are going to find out what some of these are. It is important to know the many skills that you have now and to see how these will help you become a skillful person.

TASKS

Divide the children into three groups and assign them to the three skill centers. Pass out the worksheets: "Reading Fun" to those learners at the reading center, "Writing Fun" to those at the writing center, and "Numbering Fun" to those at the numbering center. Ask the learners to write their names on their worksheets; then explain the directions for each.

GROUP I

Reading

This is a paper with spaces to be colored. The color to be used is written in each space. Spread your crayons on the table beside you. See if you can find the correct crayon to color in each space. The color word on the paper will be on one of your crayons; therefore, you will need to find the matching word.

GROUP II

Writing

You can see that there is a letter of the alphabet and some words written on your paper.

The instructor reads the words.

Trace the letters with your pencil, then see if you can write the words in your very best writing on the spaces provided.

GROUP III

Numbering

Look at the pictures of the animals in the zoo. Help the zoo keeper count the animals and draw a circle around the number of animals in each row. Color the animals if you have time.

If time allows, the instructor could ring a bell at which time the groups would exchange places until each learner has done all three worksheets. The learners complete the worksheets. Gather the learners together to discuss the activity.

What skills did you use to complete your worksheet?

Desired responses:

1. Reading
2. Writing
3. Numbering

There are many other ways you use these skills in school. Look around the room and see if you can think of some of these.

This will vary according to each classroom.

Some examples:

Reading	Writing	Numbering
Calendar Books Attendance chart Helper chart Alphabet dittos Alphabet Bingo Alphabet Lotto Musical chairs with the alphabet	Manuacript papers Name writing Number writing Sandpaper Letters Clay lettering Fingerpainting letters Magic slates	Calendar Ice cream sticks Attendance chart Number Bingo Stepping stones Number flash cards Counting frame Musical chairs with numbers

SUMMARY

As you can see, many of the things you do in the classroom involves reading, writing, or numbering. What is your favorite activity?

Possible response: Stepping stones

What skill do you use with the stepping stones?

Possible response: Numbering

Use the "Instructor Interview Form" at this point to record each learner's response to assess his ability to name at least one reading, writing, and numbering task he performs in the classroom.

Tell the whole class:

You will take turns telling your favorite reading, writing, and numbering tasks. Look around the room. Maybe you can think of one we have not mentioned. First I would like to know what your favorite reading activity is.

Each learner's response is recorded in the appropriate reading column beside his/her name on the "Instructor Interview Form." If the learner cannot name one, or if he/she names a task which is not a reading task, leave the space blank. After every learner has had an opportunity to respond to the first question, proceed in the same manner by asking the learner to name at least one writing task and one numbering task.

Since the tasks will vary according to the variety of materials available in the particular classroom, the instructor will need to use his/her own discretion to assess the learner responses as correct or incorrect.

In the next lesson you will learn some out-of-school activities in which you can use reading, writing, and numbering skills.

Did you know that you can use these skills when you go to the zoo and the grocery store? You will learn how in the next lesson.

Assessment Procedures

DESCRIPTION

The instructor will interview the learners and record their responses on the *Instructor Interview Form* provided.

DIRECTIONS

Use the *Instructor Interview Form* to record the learner's responses to the following:

1. What is your favorite reading activity in the classroom?
2. What is your favorite writing activity in the classroom?
3. What is your favorite numbering activity in the classroom?

KEY

Any response which relates to the appropriate skill category is acceptable. The instructor will have to use his/her own discretion in assessing each learner's response.

Date_____

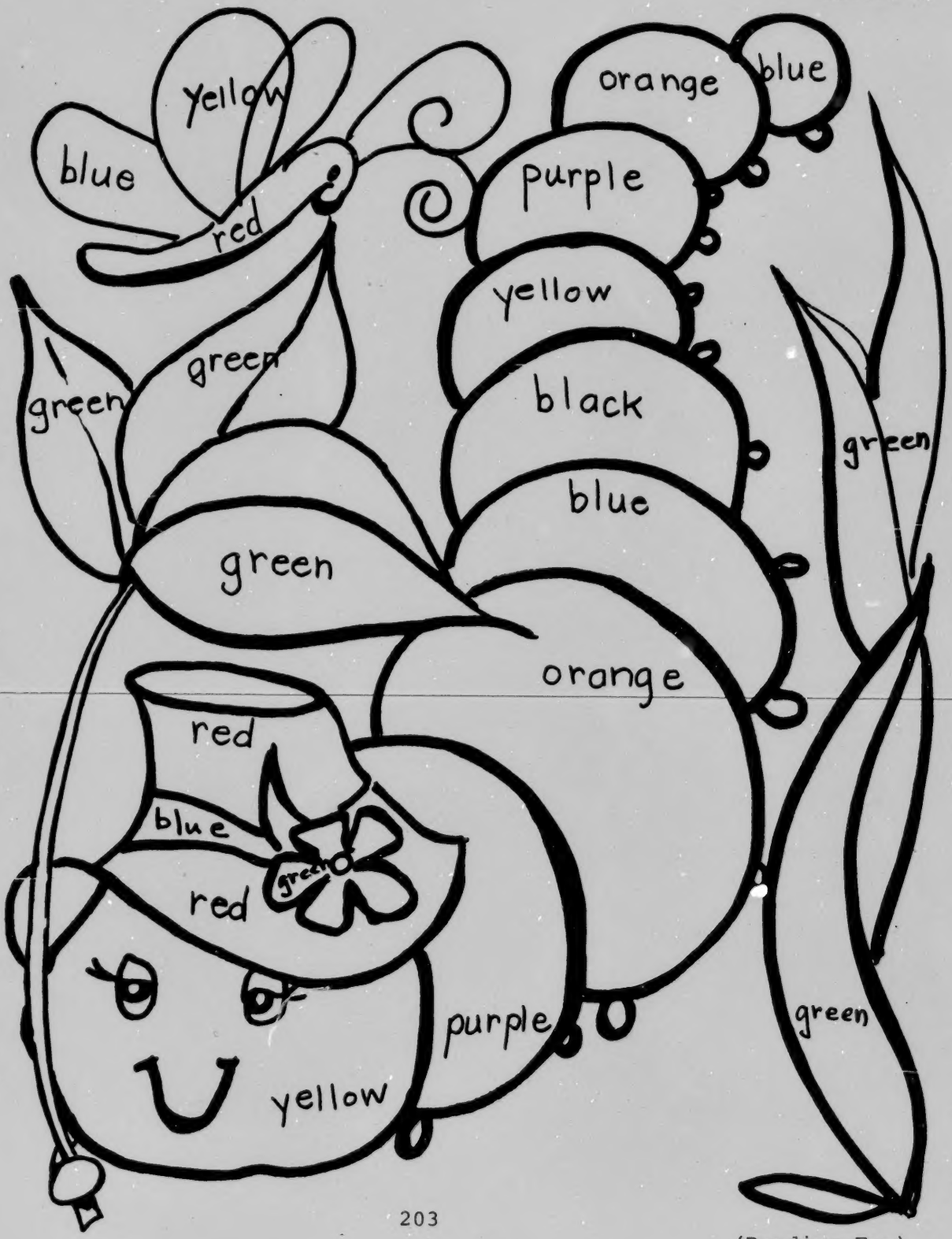
Lesson 5

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Learner's Name	Reading	Writing	Numbering	Correct	Possible	%

Name_____


yellow
blue
red
green
green
green
orange
blue
purple
yellow
black
blue
green
green
red
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red
green
purple
yellow
green

Name_____

Lesson 5

P

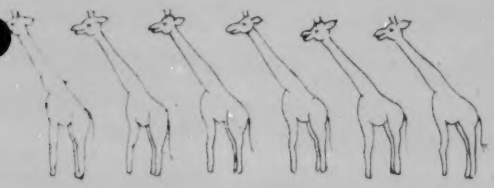
Pear Pear

Pear Pear

Pear

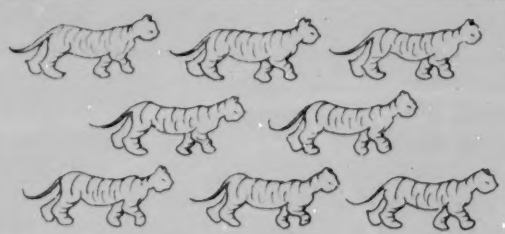
Name_____

Lesson 5

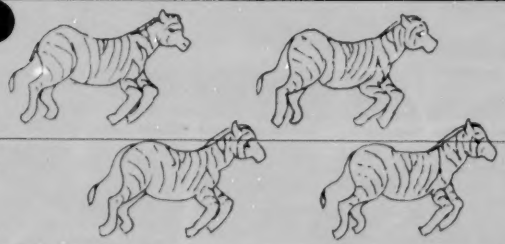


1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

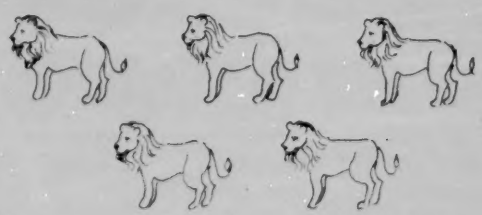


1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

I USE SKILLS OUTSIDE THE CLASSROOM

LESSON SIX

CONCEPT

There are simple tasks outside of the classroom environment in which a kindergartner can apply the reading, writing, and numbering skills learned in the classroom.

PERFORMANCE OBJECTIVES

Given pictures of out-of-school experiences, the learner will explain one way he might use a reading, writing, and numbering skill.

Given an example of out-of-school tasks and the skill categories of reading, writing, and numbering, the learner will identify the skill utilized in performing the task.

LESSON TIME

120 minutes
(3 sessions, 40 minutes each)

PREREQUISITE KNOWLEDGE

Letter recognition

Letter sounds

Number recognition, 1 - 10

SESSION 1

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Zoo Animals pictures	Stapler
Animal Name Signs	Scissors
Assessment item for Lesson 6	Butcher paper (bulletin board)
	Crayons

Instructor Preparation Tasks

Prepare one wall or bulletin board with cages using strips of paper for bars.

Reproduce one copy of signs for cages for instructor use.

Reproduce the following items for each learner:

1. *Zoo Animals*
2. Assessment item for Lesson 6

Instructional Procedures

INTRODUCTION

In the last lesson you were able to tell me many of the ways you use reading, writing, and numbering skills in our classroom, but there are many ways you can use them outside of school, too. We are going to go on a pretend visit to the zoo, learn to use the telephone, and make an imaginary (not real) cake. I'll bet you have never thought about using reading or writing or numbers to do these three things. These are just a few ways you can use these skills outside of school. There are many more.

TASKS

Direct learners attention to one area of the room.

As you can see, this is our pretend zoo and here are the cages for our zoo animals. I would like you to color and cut out pictures of zoo animals to fill the cages.

When you finish coloring and cutting out your animals, it will be your job to find the cage in which he belongs. You can do this by saying the name of the animal, deciding what the beginning sound is, and what letter of the alphabet makes this sound. Then look at the names on each cage and find the name which starts with the same sound. For example, if there were cages with these names *(show the learners three name cards: Snakes, Tigers, Elephants)* and you had this animal:

Show picture of a snake.

What would this animal's name be?

Desired response: Snake

What is the beginning sound of the word snake?

Desired response: Sss

Which of these name cards would you put on his cage?

The instructor shows each card, and learners choose one.

Distribute crayons, scissors, and "Zoo Animals" worksheet to each learner.

After learners have completed the cutting and coloring, the instructor asks:

Who has an animal for this cage?

Learners raise their hands and wait their turn to put their animals in the appropriate cages. Continue until all learners have found the cages for their animals. If a learner is uncertain, the instructor goes to him, asks the learner to whisper the animal's name and the first sound of the name in his ear. If he still cannot find the name, show him the letter and ask him the

sound of the letter. Then repeat his animal's name, and find the same letter and sound on one of the names of the cages.

SUMMARY

What skill did you use in finding the home for your zoo animal?

Desired response: Reading

Next time you are at the zoo, see if you can use your reading skill. In the next session you will learn how you can use your writing skill outside of school by making a pretend birthday cake.

SESSION II

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Story *Joey's Surprise*	Plastic glue bottles with small pointed spout for each learner
Worksheet *Birthday Cake*	Scissors
	Crayons

INSTRUCTOR PREPARATION TASKS

Reproduce the *Birthday Cake* worksheet for each learner.

Reproduce one copy of *Joey's Surprise* for instructor use.

If learners cannot write their names, print the names of each learner on the birthday cakes.

Prepare a sample birthday cake.

Obtain all resources needed.

Instructional Procedures

INTRODUCTION

Did you know that you use many school skills when making a birthday cake? If you want to make a birthday cake for someone, what would you have to do and what skills would you need?

Desired responses:

Reading, writing, and numbering skills in order to measure the ingredients, read the recipe, write out a grocery list to know what to buy, etc.

Listen carefully as I tell you this story about Joey.

Read the story "Joey's Surprise" as the learners view the pictures and listen.

TASKS

Distribute the "Birthday Cake" worksheet.

We are going to have fun decorating our own birthday cakes just like Joey. When they are finished, we can display them in our room to remind us of everyone's special day.

You can use your crayons to color the cake and write your own name in large letters on the top of the cake.

If learners are unable to write their own names, the instructor could write the child's name on each cake for the learners to trace.

We can then use our glue to trace the letters. This will make your name stand out clearly.

Demonstrate and explain the technique of writing with glue.

Examples:

1. Hold the glue bottle upside down (perpendicular to paper).
2. Hold the bottle very close to the paper without touching it.
3. Squeeze the bottle while moving your hand along the printed line.

Give the learners a page on which to practice several times before using on the cakes.

When learners complete the activity, put away the materials and leave their papers on the desks to dry.

SUMMARY

Who can tell me the skills Joey and Susan used in making the cake for their mother?

Desired responses:

1. Reading
2. Writing
3. Numbering

Can you remember something Susan or Joey did in the story which required numbering?

Possible response:

1. Measuring ingredients
2. Telling time

How about reading?

Possible response: Reading recipe directions

How about writing?

Possible response: Writing name on top of cake

In the next session, you will learn some ways you can use numbering skills outside of school.

SESSION III

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
My Telephone Number Is, My Address Is, My Birthday Is worksheets	Crayons
Letter to Parents	Telephones (2), see Special Considerations, page 7.
	Phone numbers (paper strip)
	Construction paper folders
	Personal information file

Instructor Preparation Tasks

Prepare a telephone number strip (any combination of numbers) for each learner.

Reproduce the following items for each learner:

1. *My Telephone Number Is*
2. *My Address Is*
3. *My Birthday Is*
4. *Letter to Parents*

Write the information on each worksheet for each learner: phone numbers, birth dates, and addresses. (Information found in learner's personal information file.)

Prepare construction paper folders with name of each learner to hold worksheets.

Instructional Procedures

INTRODUCTION

In our last session we talked about an out-of-school activity in which you use writing. Today you will learn some things that you do outside of school which involve number skills.

Do you ever answer your telephone at home or at a relative's house? Suppose you were alone in the house and the telephone rings. What do you say when you pick up the phone? Suppose it is someone calling for another member of your family. They would like for that person to call them. Do you think you could write down the number? This is just one way you use numbers outside of school

TASKS

You can see that we have two telephones in our room today. We are going to have fun pretending (role playing), and at the same time learn about the proper use of the telephone.

The instructor and one learner demonstrate dialing a phone number, answering the phone, and recording a number for all the learners to observe.

Write a telephone number on the chalkboard.

First of all, I would like to phone a friend to tell her about what we are learning in our room.

Dial the number written on the board, calling each number out loud before dialing. Ring a bell. Learner answers the phone.

"Hello."

"Hello, this is Mrs. _____."

The instructor carries on a conversation with the learner receiving the call for several minutes.

"Will you please call me sometime? I will give you my phone number."

Tell the learner a telephone number to write down on a piece of paper.

Demonstrate proper conversation to be used over the telephone.

Examples:

1. "The Andrews residence."
2. "May I take a message?"
3. "Thank you for calling."

Hand out a telephone number to each learner. Learners take turns dialing a friend, conversing, and recording a telephone number.

SUMMARY

What skill do you need in order to use the telephone properly?

Desired response: Numbering

Who can think of another way they might use numbering outside of school?

Possible responses:

1. Counting the pennies in my piggy bank, pieces of candy, toys, etc.
2. Learning my address (number of my house) and telephone number
3. Reading price of a toy at the store
4. Using a measuring cup, a ruler, yardstick, scale, etc.
5. Learning my birthday.

Distribute worksheets "My Telephone Number Is, My Address Is, My Birthday Is."

Here are some worksheets which will help you to learn some very important numbers: your telephone number, your address, and your birthday. We will keep these at school in a booklet until you have learned them. Then you may take them home for your family to see.

The learners color their worksheets. The instructor collects the finished worksheets, staples each set together, places it in a construction paper folder (if desirable) with each learner's name clearly written on the front.

You have learned many ways you can use the skills you are learning here in school, outside of school.

Remember the letter which I sent home to your family, asking them to talk to you about some ways they use reading, writing, and numbering skills at home or at a job?

The letter was distributed after Lesson 1 to the family of each learner, and advised them to discuss the information with various family members.

Next time we are going to be talking about jobs adults might do and the skills they need. Try very hard to remember what your family members have told you so you can share these with us.

Assessment Procedures

DESCRIPTION

The instructor will read the directions and the learner will respond by drawing a circle around the pictures which show children using reading, writing or numbers to do something.

DIRECTIONS

The instructor reads the following: "You are learning many things in school which will help you wherever you go. Here are the pictures of children at home, at the zoo, and at the store. Draw a circle around the number closest to the picture that show children using reading, writing or numbers to do something."

KEY

Satisfactory performance of the objective is met when the learners select ALL of the following:

1. Picture of child using measuring cup
2. Picture of child reading sign at zoo
5. Picture of child writing name on birthday cake
7. Picture of child writing a grocery list
9. Picture of child counting change for payment of gift

Name _____

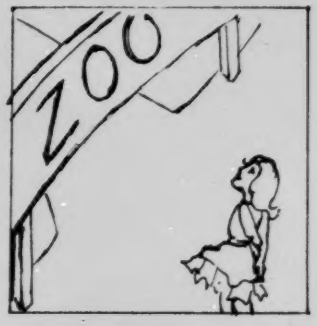
Date _____

Lesson 6

ASSESSMENT ITEM

1

2



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7

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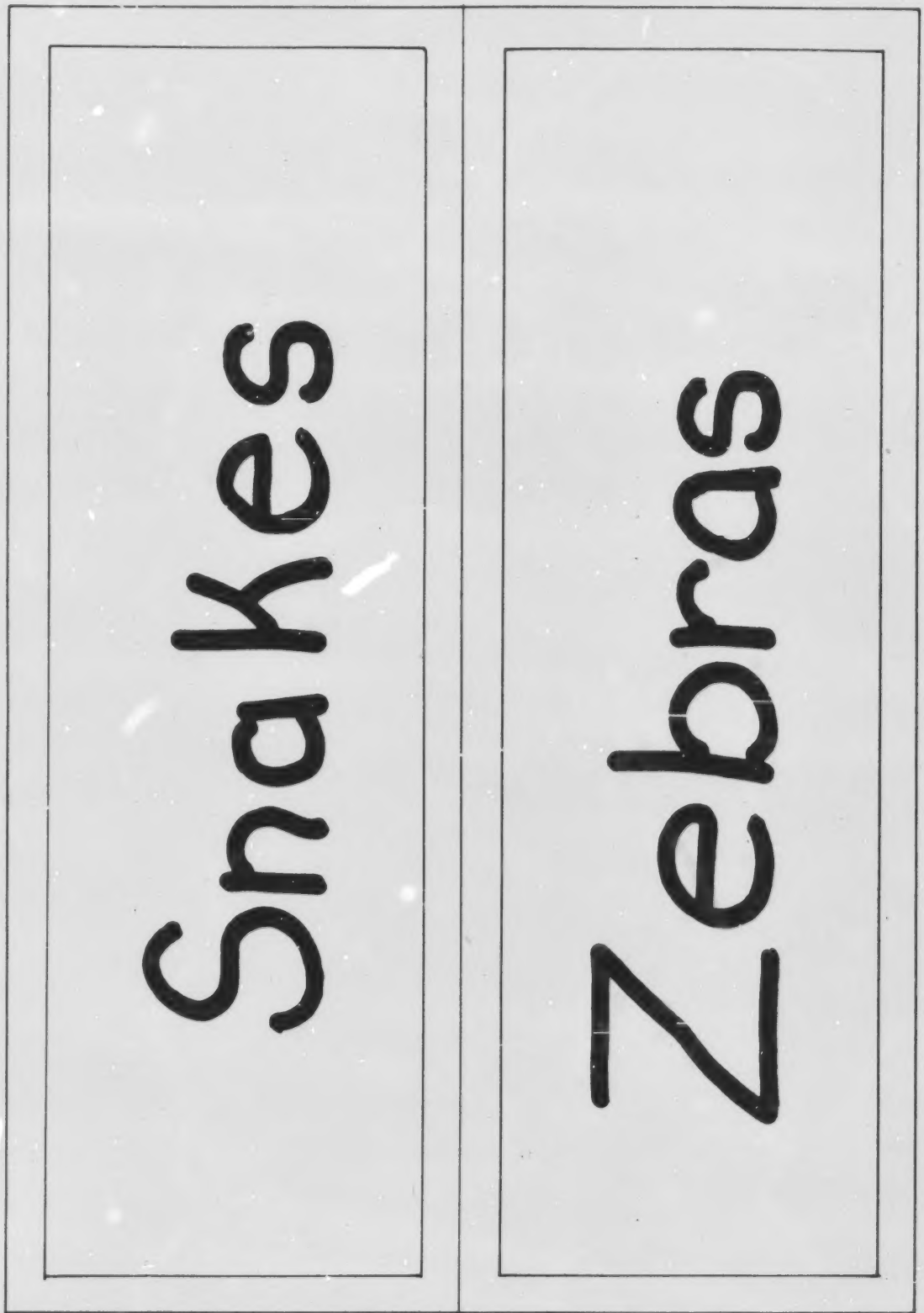
9

(Zoo Animals)

225

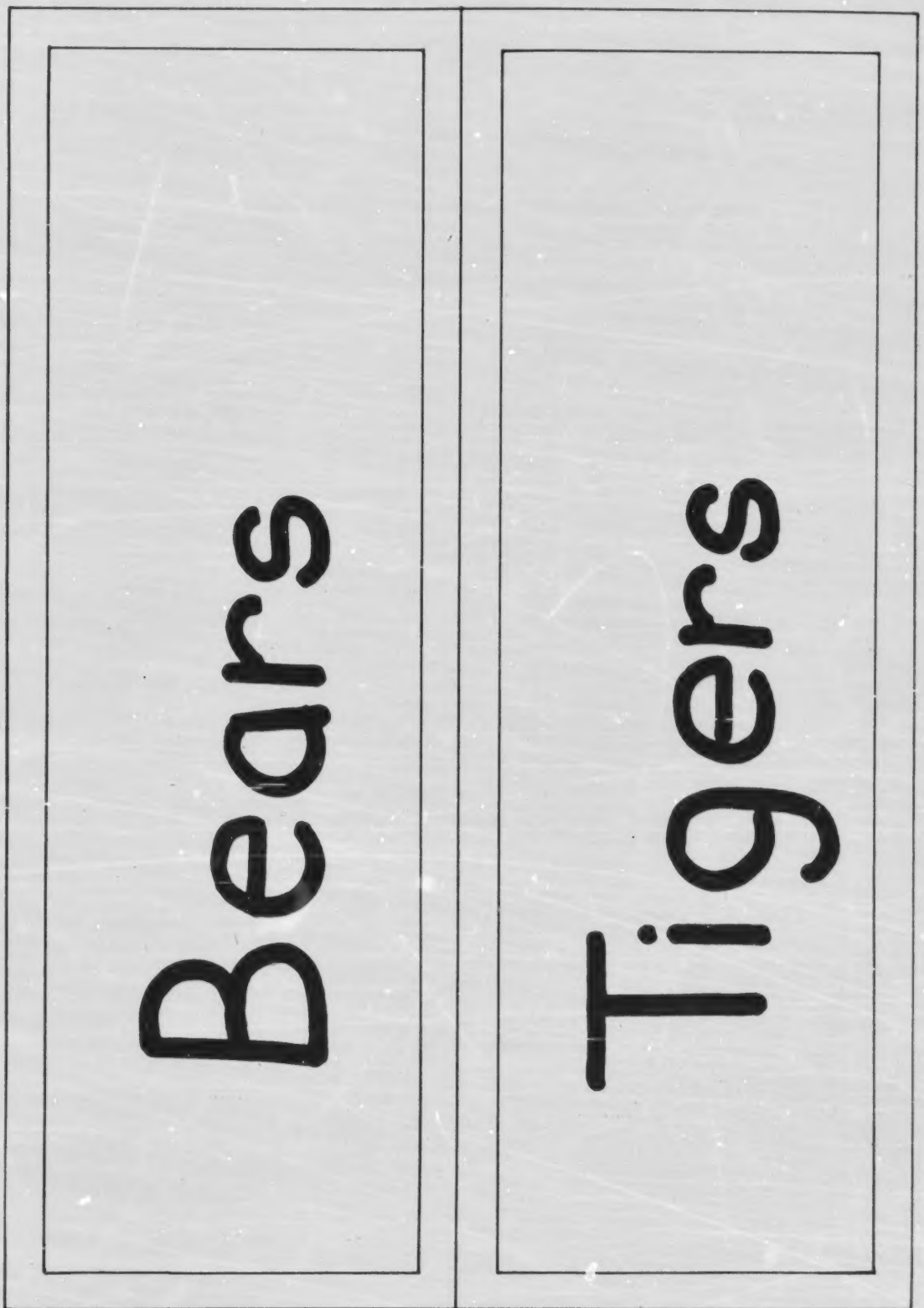
(Zoo Animals)

ANIMAL NAME SIGNS

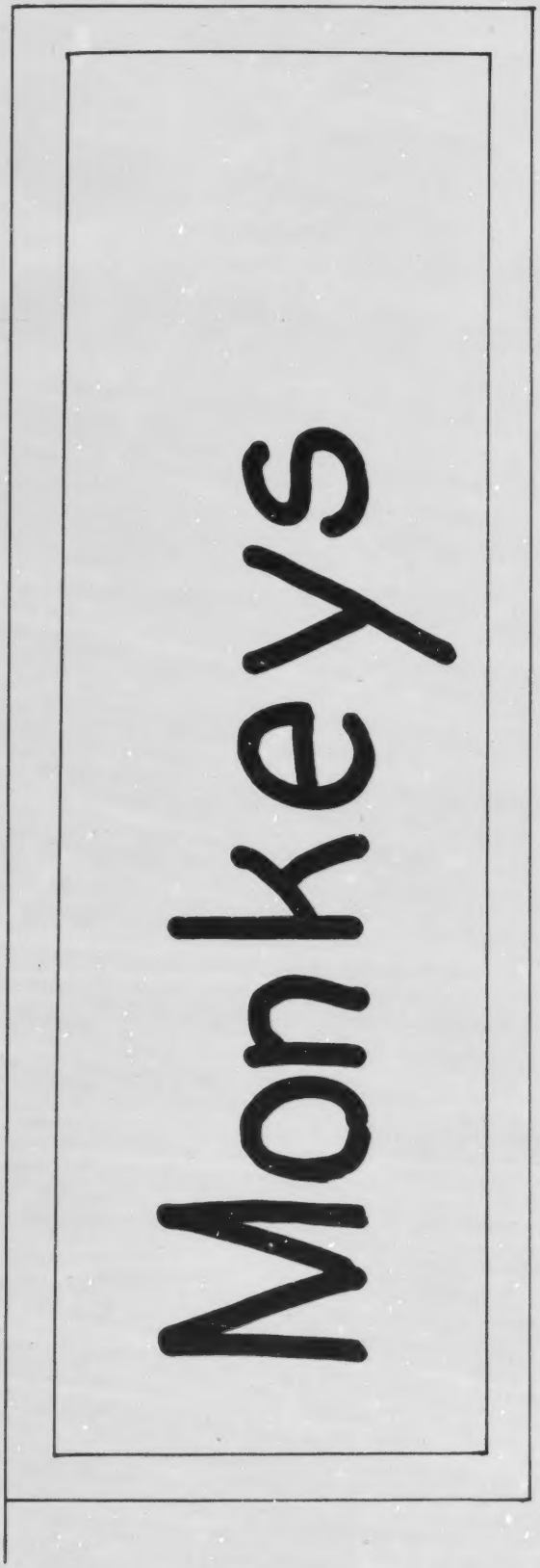


ANIMAL NAME SIGNS

ANIMAL NAME SIGNS



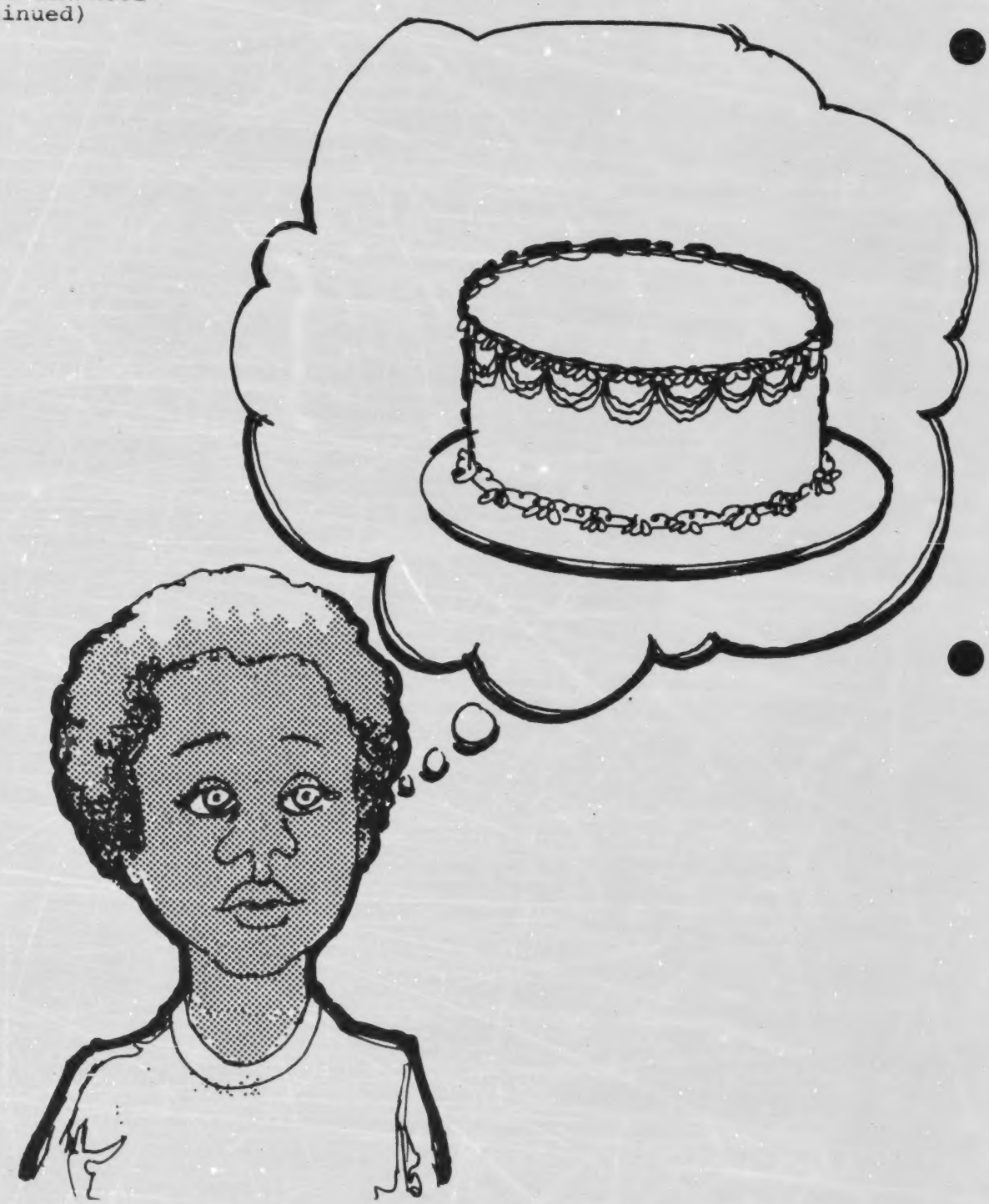
ANIMAL NAME SIGNS



241

JOEY'S SUPRISE

Joey is a boy about your age. He likes surprises, and he especially enjoys surprising others. He just found out that his mother's birthday is tomorrow, but he does not have any money in his piggy bank to buy her a present.



"Oh, dear. What can I do to make mother's birthday a happy one. I know, I'll bake her a birthday cake. Hmm, I've never baked a cake. I wonder what I will need." Joey found a cake mix in the kitchen cupboard, but since he couldn't read the words on the package, he decided to ask his sister Susan to help him.

Susie thought Joey's idea to bake a birthday cake for Mom was a wonderful idea, so she was happy to help him.

"It says on the package that you will need two eggs." Joey ran to the refrigerator for the eggs. "You will also need a measuring cup, a mixing spoon, a bowl and cake pan." Joey raced around the kitchen gathering together all the items he would need as Susan read the directions on the package.

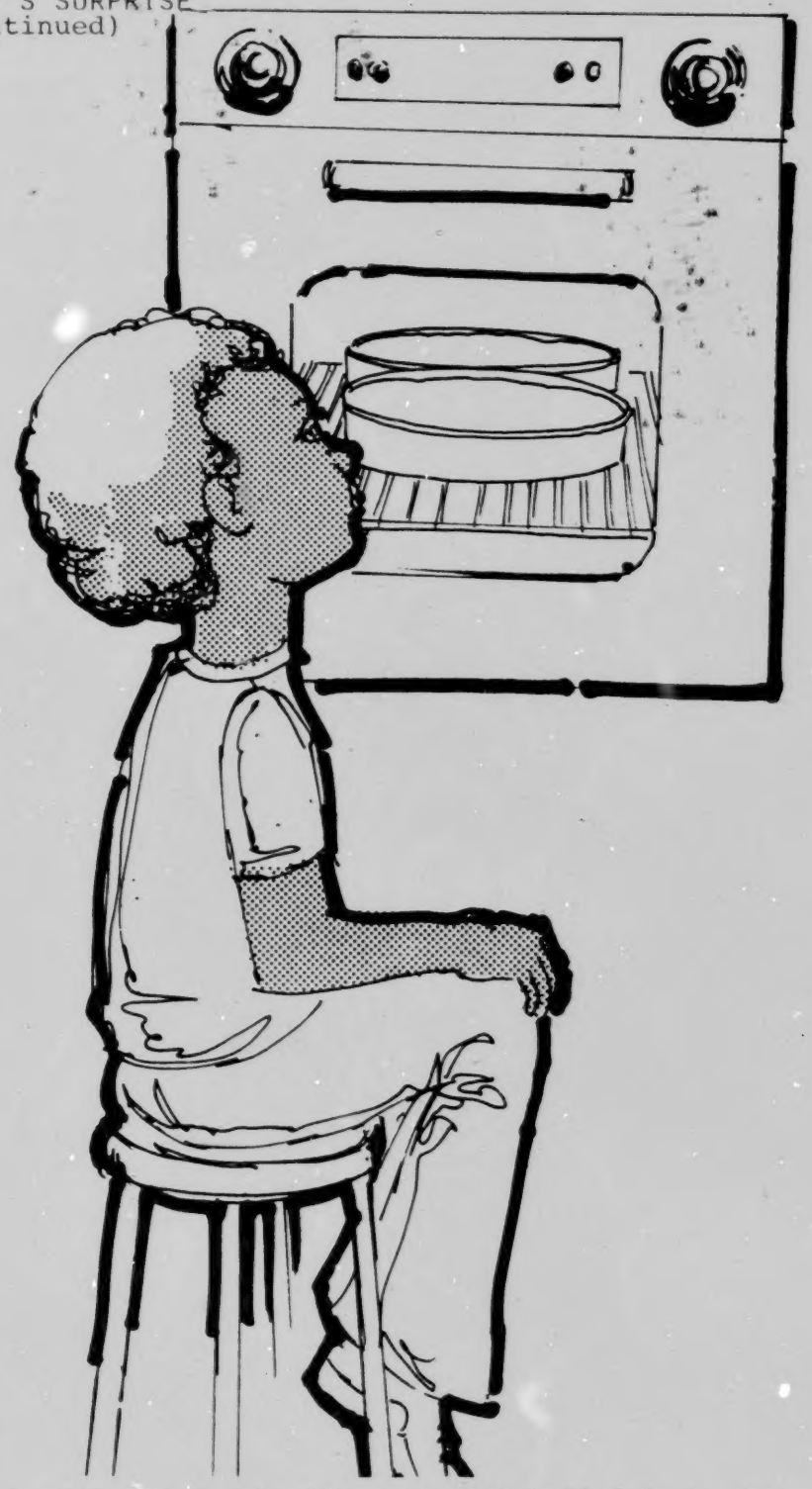
After he had gathered all the materials and was sure he was ready to begin, he mixed all of the ingredients together in the bowl.

The directions said to beat the mixture for five minutes. So as he beat the mixture, Joey watched for the long hand of the clock to move from the number four to the five. He knew that would be five minutes.

Susan helped Joey by turning on the oven, so that he would be ready for baking.

At last he was ready to pour the mixture into the cake pans.....

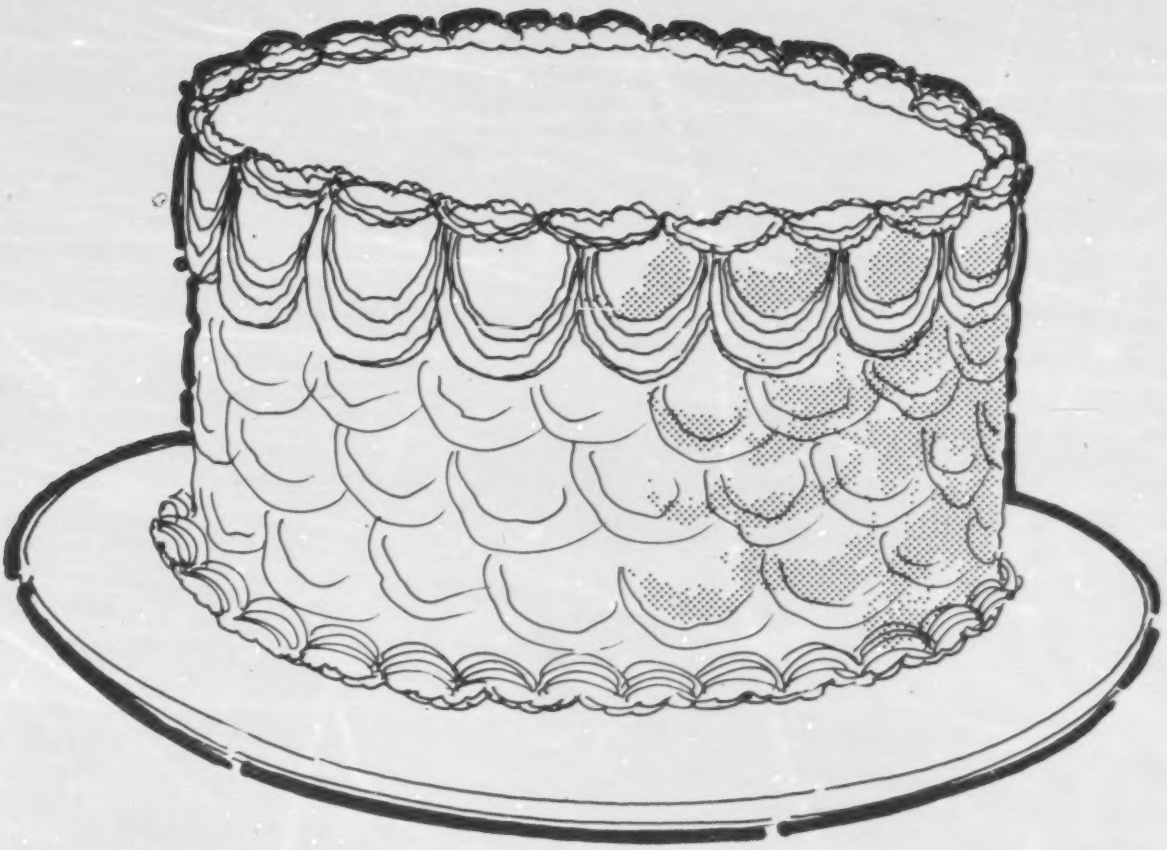
and place them in the oven to bake.



Knowing that his job was almost finished, Joey couldn't think about anything else while his cake was in the oven. He sat anxiously peering through the "see through" window of the oven, for what seemed like the longest time he had ever had to wait for anything. Susan was excited too, but she was busy preparing a recipe for frosting which Joey could use to frost and decorate the cake.

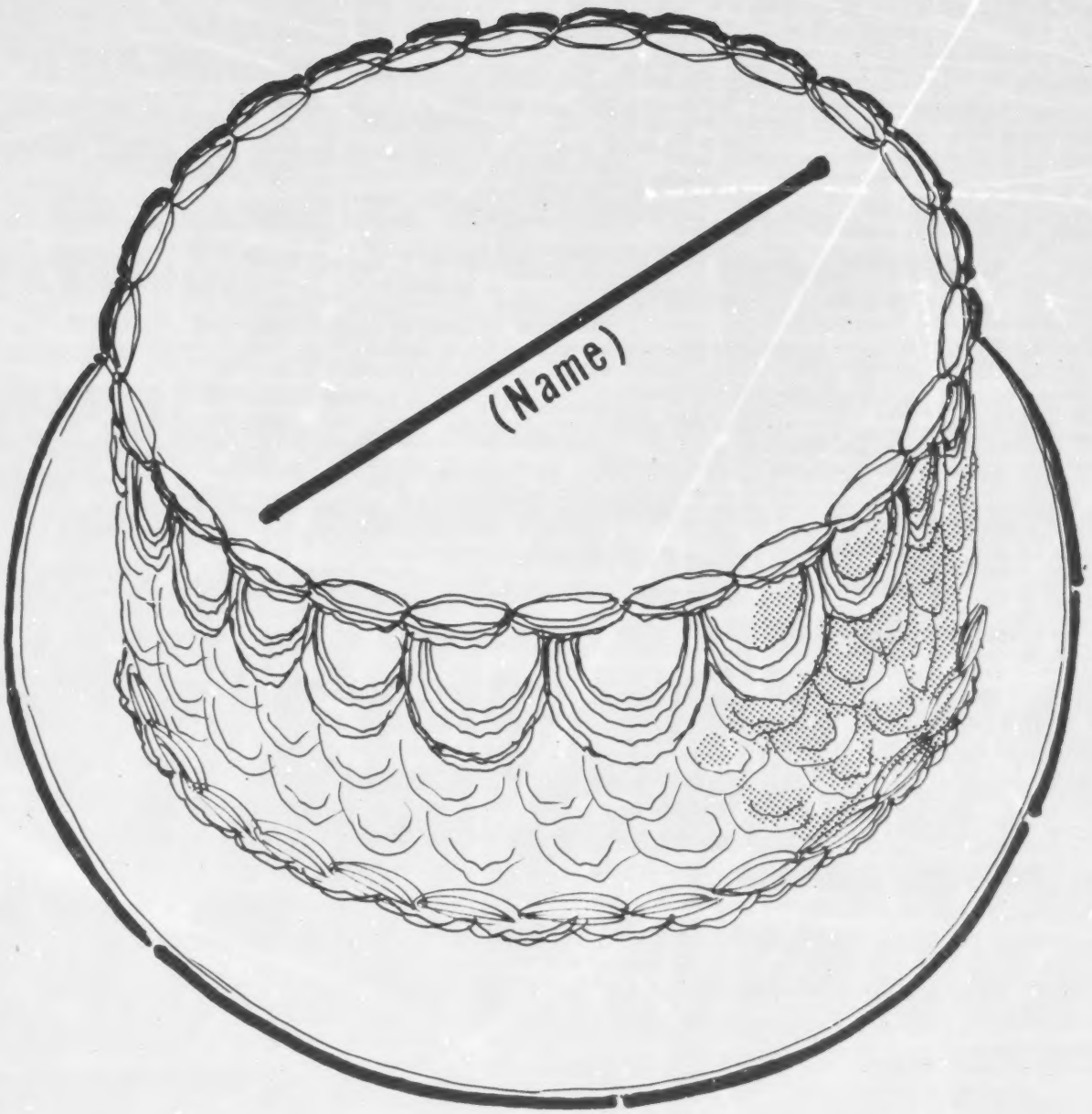
The buzzer sounded, causing Joey to leap from his stool in fright. Realizing that this meant the cake was ready, he jumped up and down for joy, and begged Susan to hurry and take his cake out of the oven.

After the cake had cooled, Susan gave Joey the frosting mixture to begin decorating the cake. At first he was scared to begin, but soon he learned that it was like spreading peanut butter on a slice of bread. He thought about the wonderful birthday cakes he had seen and wished this one for his mother could be even more beautiful.



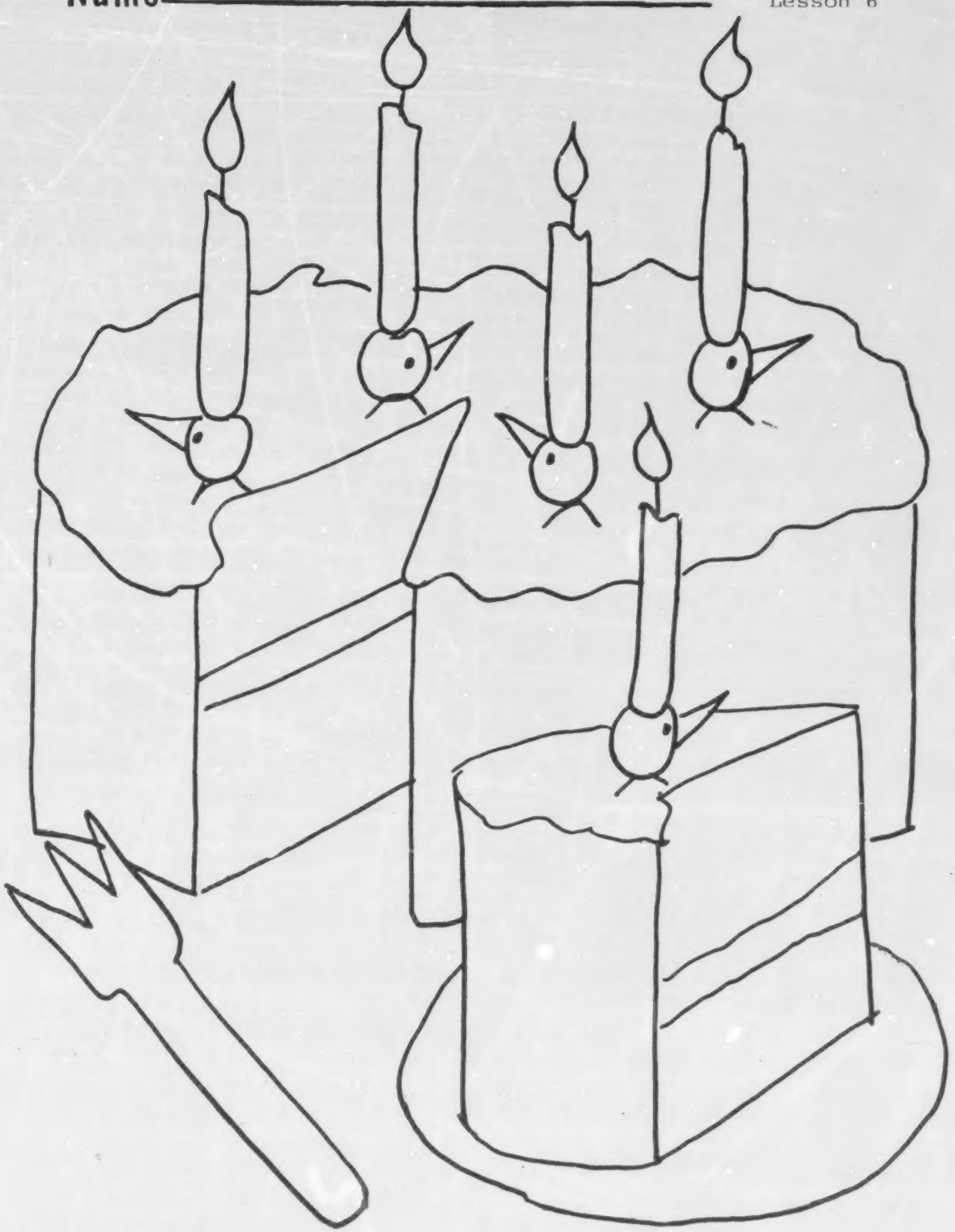
Joey stood back and looked at the finished product. He was puzzled because something was missing. "Hmm," he puzzled. Well, the candles were missing, of course, but there was something else....what was it? Do you know?

"That's it!" he said. "I forgot to write her name on the top."



257 (Birthday Cake Worksheet)

Name_____



My birthday is:_____

Name_____

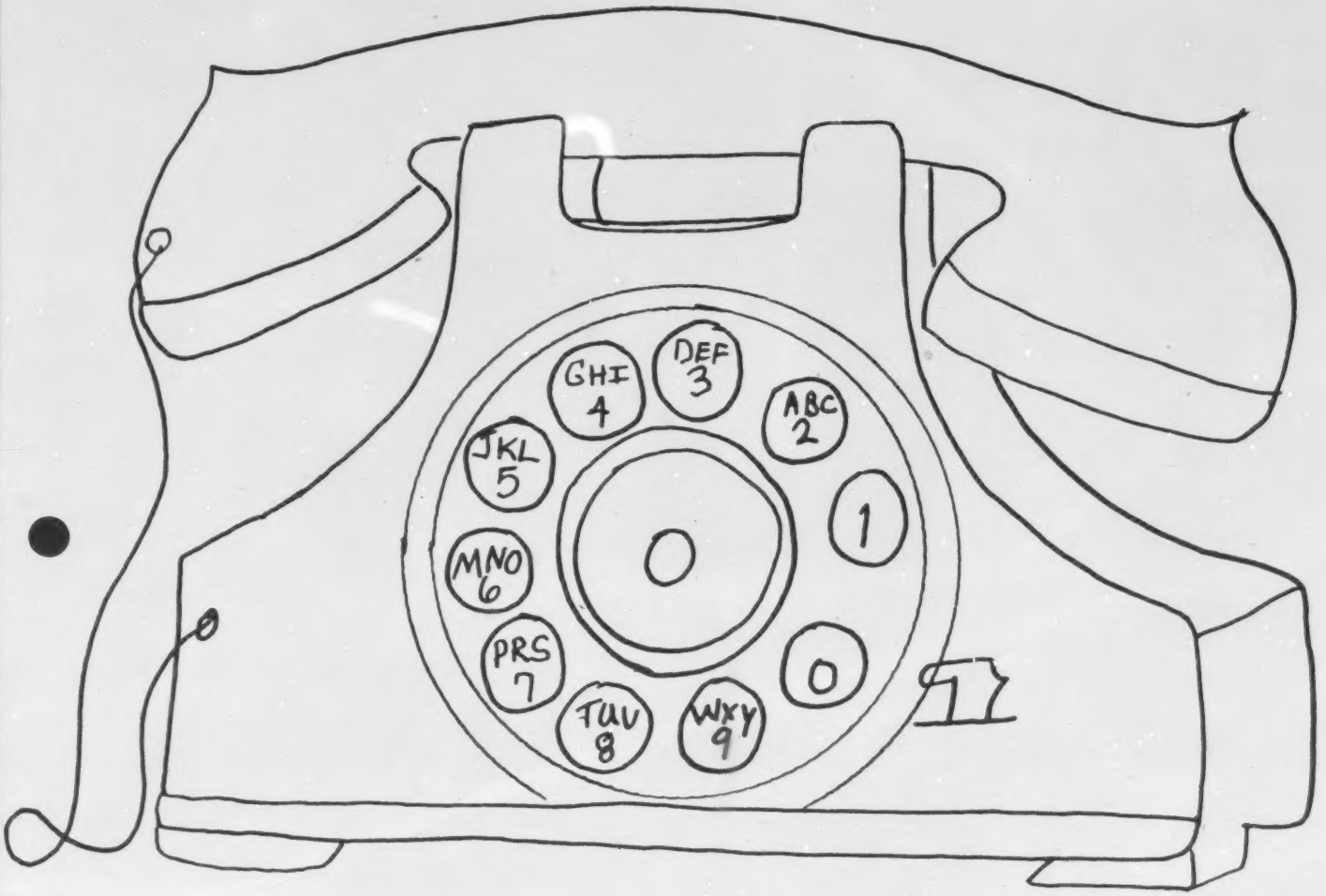
Lesson 6

My address is:_____

_____

Name: _____

Lesson 6



My telephone number is: _ _ _ _ _ _ _ _ _ _

Lesson 6
Session 3

Dear Parents,

Your child is learning how the skills he/she is developing in school are useful now, and how they will be useful in the future. The major focus has been directed toward the areas of reading, writing, and numbering skills, as these are more recognizable for the first grade child. I would appreciate your help. Please discuss with your child tasks which you perform at home or at work which involve reading, writing, and/or numbering (dealing with numbers).

Examples:

Free time activities: read the newspaper, recipes, etc., write letters, pay the bills, measure ingredients to bake a cake, play cards, keep score at a ballgame.

Work tasks: use cash register, typewriter, measure ingredients and distances, write reports, read mail, reports, etc.

Thank you for your cooperation.

Your child's teacher,

_____

GROWN-UPS USE SKILLS FOR WORK AND FUN

Lesson Seven

Concept

Reading, writing, and numbering skill(s) are used by adults in performing most of the tasks in life.

Performance Objective

Given the skill categories of reading, writing, and numbering, the learner will pictorally illustrate a task performed by an adult and identify the skill category used.

Lesson Time

30 minutes

New Vocabulary

Occupation - a person's life work

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item *Instructor Interview Form*	Crayons Drawing paper

Instructor Preparation Tasks

Obtain information from the learner's personal information files concerning occupations of family members.

Reproduce one copy of the assessment item for Lesson 7 for instructor use.

Write names of all learners on the assessment item.

Instructional Procedures

INTRODUCTION

In the last lesson you learned many things that you do outside of school which require reading, writing, and/or numbering skills. As you grow older and become more skillful, you will be able to do many more things. You talked with your families about the ways they use reading, writing, and numbering every day at work and at home. Perhaps you know someone who goes to work every day. One member of your family is probably in charge of caring for the house, cooking the meals, and doing jobs around the house. This job is often called an *occupation* or a person's life work. Other members of your family may leave your home to go to their place of work. The place of work could be an office building, a store, a piece of land, another house, or even a truck or car.

Elicit responses from the learners for other examples of places of work.

You could call going to school your life work or occupation right now. Who do you know that has an occupation?

Desired responses:

1. My daddy builds houses (carpenter).
2. My mom works at home (housewife).
3. My big brother delivers newspapers (newspaper boy).

Is is not important at this time that the learner names the occupation; a description is satisfactory.

What is my occupation?

Desired response: Teacher

TASKS

Distribute a large piece of construction paper, crayons, and a pencil to each learner.

On this piece of paper, please draw a picture of some adult you know who has an occupation. Make certain to draw this person doing a special job which involves reading or writing or numbering. As you are working, I will talk with each one of you about your pictures. I will be asking you who is in your picture. What is he or she doing? What skill or skills is he or she using?

If learners are puzzled as to what to draw, give them some clues by asking questions, such as:

1. What tools does the person use?
2. Where does he/she do his work?
3. What does the person do?
4. What materials does he/she use?

Use the "Instructor Interview Form" for Lesson 7 to evaluate each learner's product. Record the learner's name if not done previously, and a brief statement of the learner's explanation of his picture and the skill as stated by the learner. If the learner is unable to give an explanation of a task and/or a skill(s), the column is left blank and a zero or a one (if only one of the objectives is satisfied) is placed in the column entitled "Number Correct."

Ask some learners to show their pictures and explain them to the other learners.

Collect the papers to post on the bulletin board.

SUMMARY

You have learned a new word, occupation. You have also learned about many jobs that adults perform which involve the reading, writing, and numbering skills which you are learning in school. As you grow up, you will be using and developing new skills every day. What happens when you practice something many times?

Possible responses:

1. It gets easier.
2. I can do it better.
3. I like it more.

Can you think of some skill which you would like to be able to do, but which you cannot do now? Be thinking about it because you are going to choose a reading, writing, or numbering skill to do with a helper in our next lesson.

Assessment Procedures

DESCRIPTION

The instructor will interview the learners while they are illustrating tasks and record their responses on the *Instructor Interview Form* provided. The instructor will assess the learners' illustrations, as well as the verbal responses given to the interview questions.

DIRECTIONS

Use the *Instructor Interview Form* to record the learner's responses to the following:

1. What is the person doing in your picture (the task)?
2. What skill or skills is he/she using to perform the task?

KEY

The assessment of this objective will depend upon the instructor's judgment of each learner's product and the explanation of the product. A plus sign is recorded if the learner's verbal response accurately named a task and the skill required.

Date _____

Lesson 7

ESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Example:

Learner's Name	Adult Task (record learner's description)	Skill	* Instru. Judgment
Example	Mother using telephone book	Reading	

SKILLS I WOULD LIKE TO HAVE

LESSON EIGHT

CONCEPT

There is a reading, writing, or numbering skill I would like to possess in order to perform a specific task.

PERFORMANCE OBJECTIVE

Given a list of tasks, the learner will identify and demonstrate one task he would <u>most</u> like to be able to perform as a result of his school experiences.

LESSON TIME

120 minutes
(2 lessons, 60 minutes each)

PREREQUISITE KNOWLEDGE

Recognition of numbers 1 through 12

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Clock Pattern	Tape recorder
Assessment items for Lesson 8:	Sample clock
Instructor Interview Form	Blank tape
	Storybooks
Product Assessment Form	Writing paper
	Pencils
	Crayons
	Paper plates
	Construction paper
	Primary typewriter (optional)
	Scissors
	Yarn
	Aides - Sixth-grade learners, parents, or school aides

Instructor Preparation Tasks

Make arrangements for aides to come to help in the classroom.

Permission and specific time for helpers to come to the classroom should be obtained by discussion with the sixth-grade instructor, and/or the principal.

Give aides directions for the three tasks.

The aides who help learners in the reading task will be asked to stay after class in order to tape record the story.

Prepare a sample clock.

Reproduce one copy of each of the assessment items for Lesson 8 for instructor use.

Reproduce a copy of the *Clock Pattern* for each learner.

Cut lengths of yarn (approximately 16 inches) for lacing individual storybooks developed by learners in writing task.

Set up materials at the three skill centers.

Reading Center - tape recorder, storybooks from school library (record a book-use bell when page is to be turned.)

Writing Center - lined writing paper, (typing paper if primary typewriters are available), pencils, crayons, construction paper, old magazines, a stapler

Numbering Center - paper plates, clock pattern, metal fasteners, scissors, glue, construction paper, one sample clock

INSTRUCTIONAL PROCEDURES

SESSION 1

INTRODUCTION

Introduce the helpers (older sixth-grade students, parents, school aides) to the class and explain that they are going to help them to perform a task today.

We have talked about how very important reading, writing, and numbering skills are to you right now and as you grow older. Why are they important now?

Possible responses:

To help me to do work all by myself (without the help of others).

To use all of the tools and materials which are available to me.

Although you have already developed some reading, writing, and numbering skills, there is much more to learn. (Count the children off 1-2-3. Have all the 1's go to the reading center, the 2's go to the writing center, and the 3's go to the numbering center.)

TASKS

The first task is a reading activity. You have enjoyed listening to many different storybooks in our class time. You will listen as one of our friends (aides) plays the story for you. The person who read the story used a tape recorder to record the story so that you can play it several times. Listen carefully as the story is read so that you can show the pictures and turn the pages if called upon to do so.

At the writing center you will write your own story. Although you will need help to do this, you will be creating a story of your own for others to enjoy. In order to write a good story, you should think about what would be interesting for others to read about.

Suggest some ideas for story topics:

1. My favorite pet
2. My favorite person
3. My favorite place
4. The funniest thing I've ever seen
5. The scariest thing
6. Friends are nice to have because...
7. I can tell a monster by his...
8. The best thing about school is...
9. The best thing about home is...
10. The zoo is a fun place because...

One of our helpers will help you. After you have decided what you would like to say in your story, you will tell it to your helper who will write down your words. After writing the story, you can draw a picture about the story. Every book has a cover with a title of the story. You can decide what the title should be so that your helper can write it on your picture. Use your picture for your title page. If you would rather, cut a picture from a magazine.

Show the learner a piece of large construction paper and demonstrate folding it in half to serve as a folder for the story.

I will staple all the papers to hold your book together. You will be able to share your book with all of us after it is finished, and take it home to show your family.

You will learn to use numbers at the numbering skill center. One of our helpers can help you make a clock with a paper plate. If this is your choice, you will cut out the hands and face for your clock. You will paste the face on a paper plate; then attach the hands in the middle of the paper plate with a metal fastener.

Show the learners a sample of a finished product.

Your helper will show you how to use your clock to tell time by the hour. You will be able to show your clocks to the rest of us when you are finished, and take it home to show your families.

Go to the skill center with your number on it for the activity you have decided upon.

Learners rotate through the 3 centers performing the three tasks with the assistance of the older helpers, the instructor; learners and helpers might be allowed to work in areas of the room other than the skill centers if it is more appropriate.

Helpful Suggestions

Be sure the story is long enough to occupy the 15 minutes allotted for each center.

Only one aide is necessary at the numbering center to monitor and facilitate the learner's completion of the task.

An aide for each learner is desirable at the writing center. The learners at the writing center will begin by drawing pictures to illustrate their story. The aides will call the learners one at a time to dictate their story. Each learner is instructed to continue working quietly and independently to allow each person the opportunity to have his/her story recorded. After the learner's words are recorded, the title should be written on the picture and all the pages should be stapled together.

SUMMARY

After all the learners have completed their tasks, thank the helpers for their assistance, and dismiss the sixth-graders to go back to their own classrooms. You may elect to invite the helpers to return for the next session to observe the learners as they "show and tell" their tasks.

You have chosen some skill you would like to be able to use someday. You are not able to do all of these things all by yourself right now, but you will be able to someday.

What are the three things you will be able to do as you become more skillful in reading, writing, and numbering?

Desired responses:

1. Read a book
2. Write my own story
3. Tell time

In the next session you will be able to share your experience with reading, writing, or numbering with the rest of us. You will take turns showing and telling about the skill you used with the help of the helper.

SESSION II

INTRODUCTION

After all learners have completed their tasks, call upon each learner to share the results of each activity.

With the help of our friends, you have completed tasks in which you used a reading, writing, or numbering skill. We are very happy that our friends could come to help us. You can see that they can use the skills which we have been developing. As you grow older, you will become skillful as they have.

Today I would like for you to share your work with everyone. Select the activity which you wish to tell us all about.

TASKS

Call on each learner to tell about the chosen task performed. In any learner is fearful of talking to the whole class, assign him a partner with whom he can share his experience. Fill out the product assessment form as each learner shares.

Invite one learner at a time from those who chose to share their reading activity, to sit in front of the class with the book, turning the pages while the tape recorder plays back the story (as read by the older learner or helper). Remind the learners they should hold the book so everyone can view the pages. Listen for the bell which means to turn the pages.

Next, the learners who chose to share the writing task, one at a time, show their illustrations as you read the words written on each page (unless the learner can read it himself).

Lastly, the learners who chose to share their clocks take turns showing their finished product and explaining certain features, such as the long hand and short hand, the

numbers 1 through 12. The short hand is called the hour hand and the long hand is called the minute hand. The learners also explain how to tell the hour: The short hand tells the hour and points to the number of the hour while the long hand points to the number 12, and instead of calling it "twelve" we say "o'clock."

SUMMARY

You have chosen to share a reading, writing, or numbering activity which you would like to be able to do. If you chose reading, although you are not able to read a book as yet, it is something you would like to be able to do. You are learning the alphabet, letter sounds, blending sounds (or blends), and whole words. All of these things you are learning now will help you become a skillful reader.

For those of you who would enjoy being able to write stories, although you are not able to write a story all by yourself now, you are learning how to write your name, letters of the alphabet, words, and sentences. All of these things are going to help you to become a skillful writer, so that someday you will be able to write a letter to a friend, a story about something which is of interest to you, or a poem.

Some of you enjoy using numbers. You can count, you can read and write numbers from one to ten (or more for some learners), and you can make sets. You are learning all of these things so that you can tell time, count your money, add numbers together, and play number games.

Can you think of anything else which you would like to be able to do someday which uses a reading, writing, or numbering skill?

Possible responses:

1. Use a typewriter
2. Use an adding machine
3. Add and subtract

All of our friends have become skillful at reading, writing, and numbering by learning the same things you are learning now and by practicing every day in school and outside of school. Members of your family use the

skills they learned in school in their work and free-time activities. You can see why the job you are doing right now will be very important to you as you grow up.

Assessment Procedures

DESCRIPTION

The instructor will observe the learners and record their responses and behaviors on the *Instructor Interview Form* and the *Product Assessment Form* provided.

DIRECTIONS

Use the *Instructor Interview Form* to record the learner's responses for the following:

What task would you like to be able to do?

The *Product Assessment Form* was used to record the learner's behaviors for the following:

1. Performed task with the help of an older person
2. Explained task to others

KEY

(Identification of choice of task)	(Demonstration) Completion of product
Read a book	Tells others about their product and the skill involved.
Write own story	
Learn to tell time	

Date_____

Lesson 8

ASSESSMENT ITEM

INSTRUCTOR INTERVIEW FORM

Names of Learners	LEARNER'S CHOICE OF ACTIVITIES		
	Write Own Story	Read a Book	Learn to Tell Time

Date_____

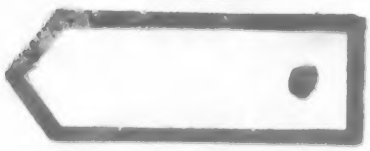
Lesson 8

ASSESSMENT ITEM

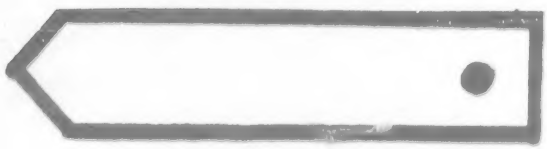
PRODUCT ASSESSMENT FORM

Name of Learner	Completed Task	Explained Task to Others

CLOCK PATTERN



Short Hand



Long Hand

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